DOCUMENT RESUME

ED 411 413 CE 074 694

TITLE	Enterprise & Innovation. Guide to Standards and Implementation. Career & Technology Studies.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.
ISBN	ISBN-0-7732-5276-2
PUB DATE	1997-00-00
NOTE	170p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Business Administration; Career Development; *Competence; Competency Based Education; *Course Content; Course Organization; *Entrepreneurship; Financial Support; Foreign Countries; Integrated Curriculum; Marketing; Secondary Education; *Small Businesses; State Curriculum Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS	*Alberta

ABSTRACT

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in enterprise and innovation; enhance employability skills, especially in entrepreneurial pursuits; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the enterprise and innovation strand contains eight modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in enterprise and innovation; (2) strand rationale and philosophy and strand organization for enterprise and innovation; (3) planning for instruction for career and technology studies and for enterprise and innovation courses; (4) module curriculum and assessment standards for introductory level enterprise and innovation competencies; (5) module curriculum and assessment standards for intermediate level enterprise and innovation competencies; (6) module curriculum and assessment standards for advanced level enterprise and innovation competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following topics: challenge and opportunity; planning a venture; analyzing ventures; financing ventures; marketing the venture; implementing the venture; managing the venture; and expanding the venture. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED 411 413

CAREER & TECHNOLOGY STUDIES

ENTERPRISE & INNOVATION

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C Andrews

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 057 654

Alberta
EDUCATION
Curriculum Standards Branch

BEST COPY AVAILABLE

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Curriculum Standards Branch.
Enterprise and innovation : guide to standards and implementation.

(Career and Technology Studies)
0–7732–5276–2

1. Entrepreneurship—Study and teaching—Alberta. 2. Business enterprises—Study and teaching—Alberta. 3. Career education—Alberta. 4. Vocational education—Alberta. I. Title.
II. Series: Career and Technology Studies Program.

HB615.A333 1997 338.04

This document was prepared for:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Program/Level: Career and Technology Studies/Secondary

Copyright ©1997, the Crown in Right of Alberta, as represented by the Minister of Education. Permission is given by the copyright owner for any person to reproduce this publication or any part thereof for educational purposes and on a non-profit basis.

This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S–3.1 as amended, and is required for implementation. Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.

Every effort has been made to acknowledge original sources and comply with copyright regulations. Please notify Alberta Education if there are cases where this has not been done.

Questions or comments about this Guide to Standards and Implementation are welcome and should be directed to:

Career and Technology Studies Unit, Curriculum Standards Branch, Alberta Education, Devonian Building,
11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.
Telephone: (403) 422–4872, Fax: (403) 422–0576.
Outside of Edmonton dial 310–0000 to be connected toll free.

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

Career and Technology Studies

Program Rationale and Philosophy A.1
General Learner Expectations A.3
Program Organization A.3
Curriculum Structure A.3
Levels of Achievement A.4
Curriculum and Assessment Standards A.5
Types of Competencies A.5
Basic Competencies Reference Guide A.6

Enterprise and Innovation

Strand Rationale and Philosophy B.1
Strand Organization B.3
Themes B.3
Concepts B.3
Scope and Sequence B.5
Module Descriptions B.6

Planning for Instruction
Planning for CTS C.1
Planning for Enterprise and Innovation C.3

Module Curriculum and Assessment Standards: Introductory Level D.1

Module Curriculum and Assessment Standards: Intermediate Level E.1

Module Curriculum and Assessment Standards: Advanced Level F.1

Assessment Tools G.1

Linkages/Transitions H.1

Learning Resource Guide I.1

Sample Student Learning Guides J.1

Acknowledgements K.1

CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

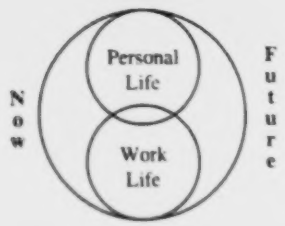
CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

©Alberta Education, Alberta, Canada

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

CAREERS



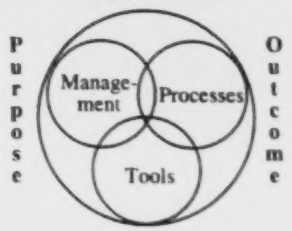
A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.

TECHNOLOGY



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

©Alberta Education, Alberta, Canada

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

©Alberta Education, Alberta, Canada

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

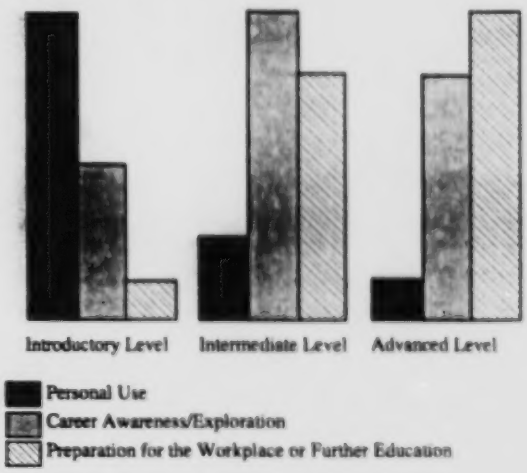
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



©Alberta Education, Alberta, Canada

CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

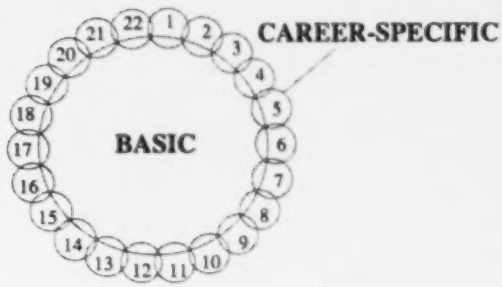
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



©Alberta Education, Alberta, Canada

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework ★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

©Alberta Education, Alberta, Canada

Stage 1— *The student:*	Stage 2— *The student:*	Stage 3— *The student:*	Stage 4— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required

* **Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

©Alberta Education, Alberta, Canada

ENTERPRISE AND INNOVATION

B. STRAND RATIONALE AND PHILOSOPHY

Enterprising individuals are agents of change. They make things happen. They recognize opportunities for improvement in goods, services and processes and undertake to mobilize resources to meet challenges and to innovate. Enterprising individuals develop new ways of responding to the many changes and challenges we face in an increasingly competitive and interrelated world.

Schools can play a key role in helping students become more enterprising and innovative. Enterprise and Innovation, a strand in Career and Technology Studies, is designed to challenge high school students of all ability levels to expand their confidence, experience and skills as innovators and leaders, encouraging them to recognize how these competencies can help them succeed in any career, whether as a volunteer, an employer or an employee.

One career area, entrepreneurship, depends particularly on the individual's ability to be enterprising and innovative. **Entrepreneurship** involves the recognition of opportunities—needs, wants and problems—and the use of resources to implement innovative ideas for new, thoughtfully planned ventures. **Intrapreneurship** is entrepreneurship occurring within an existing organization.

Throughout Enterprise and Innovation, entrepreneurship will be used frequently as the context for learning, helping students develop expertise in:

- identifying opportunities
- monitoring and revising plans as necessary
- marshalling resources
- developing sensitivity to the needs and wants of client groups
- developing and implementing plans
- building teamwork and leadership skills.

Within a secure and supportive environment, students will have opportunities to develop and implement venture plans, either in simulation or in real terms. These venture plans could be community-, public service- or profit-related. Through these ventures, students will develop numeracy, communication, decision-making and social skills. Students will be encouraged to link the competencies they have developed through past experiences, hobbies and interests with those developed in core and complementary courses.

Ventures can take many forms. For example, students might:

- establish a business venture
- establish a volunteer, community or service program
- plan, market and manage an event or a conference
- produce, market and distribute a book or video.

©Alberta Education, Alberta, Canada

These venture plans link technical, managerial, enterprise and innovation competencies. At the same time, opportunities to understand career options better can help students invest their energies more effectively in those occupational areas they prefer and in which they have the aptitude to succeed. The program helps students understand basic economic principles and business processes. In addition, students develop an increased awareness and appreciation of the roles of small business, entrepreneurship and self-employment in society.

High school students make crucial career decisions as they move toward independence and adult responsibilities. In view of the frequent career changes that students can expect to experience throughout their work life, they need to develop competencies that can be transferred readily. They need to be able to recognize an opportunity and to develop confidence in their ability to act on that opportunity. This process involves identifying and assessing their strengths, aptitudes and interests as they prepare to leave high school and continue in post-secondary programs or move directly into the workplace.

Within the philosophy of Career and Technology Studies, ***students*** in Enterprise and Innovation ***will***:

- identify and enhance personal motivation; self-concept; and the knowledge, skills and attitudes that foster enterprise and innovation in all kinds of endeavours, such as business ventures, community ventures and nonprofit ventures. Skills included are:
  - creative thinking
  - goal setting
  - communicating
  - researching/organizing
  - decision making/problem solving
  - team building
  - managing
  - planning
- develop greater awareness of the roles of business, entrepreneurship and intrapreneurship in our society and the global economy
- translate change and challenge into a viable opportunity by identifying options, resources and sources of support.

Learner expectations defined in Enterprise and Innovation comprise the competencies to help students become:

- more comfortable with change and innovation
- more entrepreneurial or intrapreneurial in any career, whether as a volunteer, an employer or an employee
- more accepting of both success and failure as learning opportunities
- more sophisticated consumers of business services
- more aware of public and private sector development initiatives and investments.

©Alberta Education, Alberta, Canada

STRAND ORGANIZATION

THEMES

Themes provide the guiding focus for individual modules. This CTS strand has three themes.

Getting the Idea

Students learn to recognize opportunities and generate ideas to meet society's needs in creative, new and innovative ways.

Preparing for Action

Students are challenged to formalize their venture planning skills by examining the elements of planning and the various methods of identifying, assessing and minimizing risk. Using this knowledge, they select, plan and assess a specific venture. Students have the opportunity to analyze and assess the financing alternatives and feasibility of various ventures.

Making It Happen

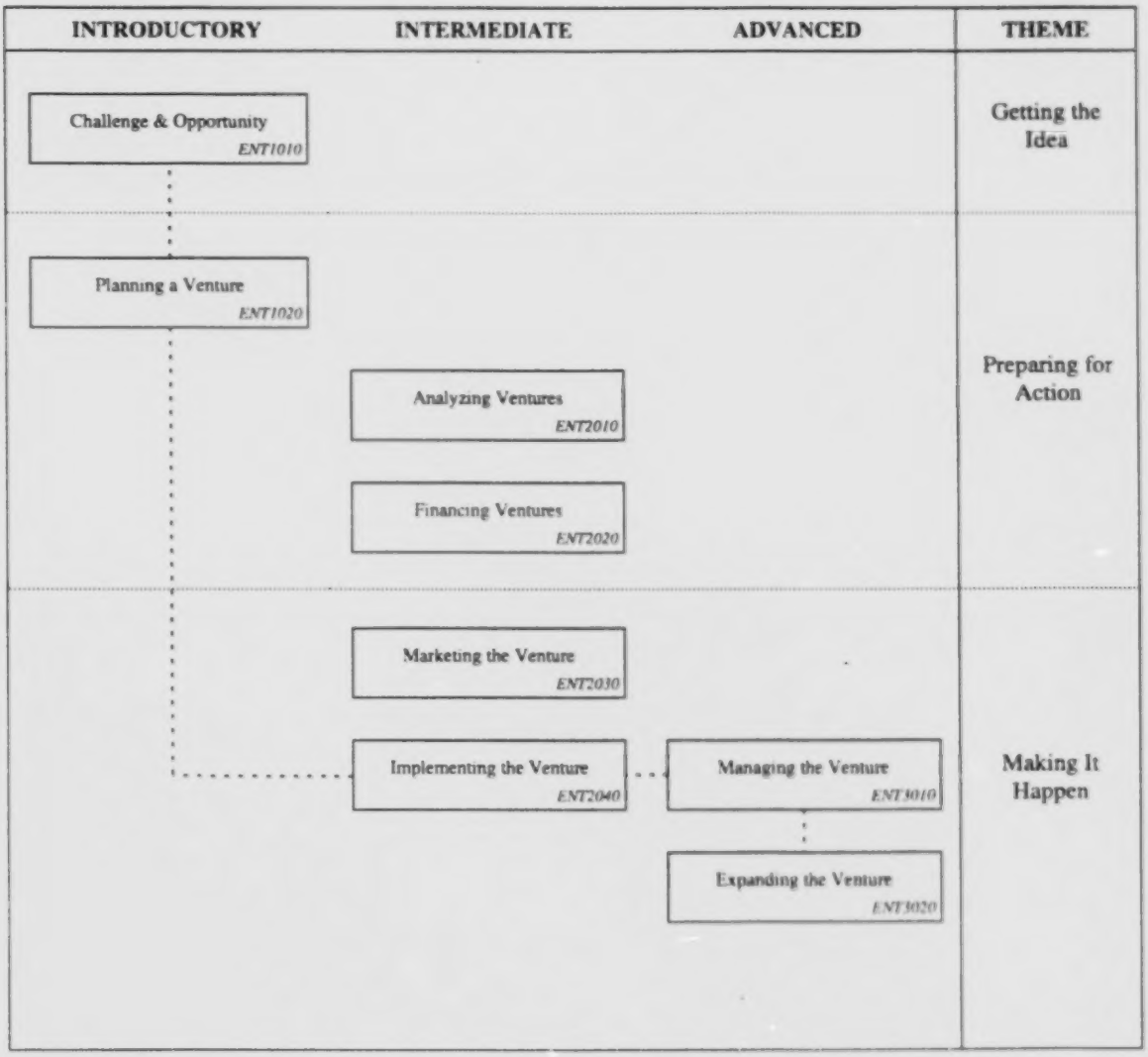
Students have a venture plan, which they put into action. They "Make It Happen". Students apply management and marketing strategies to their venture and, if appropriate, may also expand it.

CONCEPTS

Certain concepts important in the Enterprise and Innovation strand are integrated throughout the modules. Emphasis varies according to the module content and context. These concepts are:

- **Recognizing Opportunity**: Students learn to recognize opportunity, whether it is a problem to solve, a societal trend to address, or a way to improve a product, process or service
- **Getting Ideas**: Students develop skills in creative thinking and teamwork by generating ideas and alternatives that address a need or opportunity or solve a problem
- **Planning/Organizing**: Students are challenged to formalize their venture-planning skills, apply personal goal-setting and problem-solving strategies, secure resources and develop methods to meet human resources needs, financial needs and the marketing, production and service requirements to implement a venture. Students apply the theories of planning and management to their venture
- **Analyzing/Assessing**: Students learn to develop criteria for assessment of venture alternatives and to analyze the feasibility of the venture at various stages of planning and implementation
- **Management**: The management process of decision making, problem solving and analyzing is an integral part of all Enterprise and Innovation modules
- **Considering Career Options**: Career exploration is integrated throughout the Enterprise and Innovation strand. Through the process of creating and implementing a venture, students develop skills in creative thinking, goal setting, communicating, research/organizing, decision making, problem solving, team building, managing and planning. These competencies help students become more entrepreneurial or intrapreneurial in any career, whether as a volunteer, an employer or an employee.

©Alberta Education, Alberta, Canada



BEST COPY AVAILABLE

MODULE DESCRIPTIONS

Module ENT1010: Challenge & Opportunity
Students identify, compare and assess a variety of venture opportunities and ideas, and investigate career paths and possibilities where enterprise and innovation are particularly important.

Module ENT1020: Planning a Venture
Students learn and apply the "venture planning process," while planning a venture.

Module ENT2010: Analyzing Ventures
Students gather and analyze data to make informed decisions about the feasibility of ventures.

Module ENT2020: Financing Ventures
Students compare various sources of financing, and choose the method that is best for financing the venture.

Module ENT2030: Marketing the Venture
Students appraise various marketing strategies, and formulate a marketing strategy for a venture.

Module ENT2040: Implementing the Venture
Students implement and assess a venture.

Module ENT3010: Managing the Venture
Students develop management procedures for a venture.

Module ENT3020: Expanding the Venture
Students explore and assess the elements of success in expanding a venture.

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Enterprise and Innovation strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

©Alberta Education, Alberta, Canada

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Enterprise and Innovation:

- Challenge & Opportunity
- Planning a Venture
- Analyzing Ventures.

©Alberta Education, Alberta, Canada

PLANNING FOR ENTERPRISE AND INNOVATION

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Enterprise and Innovation strand.

Sensitive Issues

Sensitivity must be used in determining the suitability of student ventures in terms of moral and ethical issues. For example, a student venture that would compete with a local business may not be considered appropriate.

Legislation

Instructors must be sensitive to human rights issues embodied in Canadian legislation, such as the *Human Rights Act*, the *Individual's Rights Protection Act*, and the Employment Standards Code.

Safety

Be aware of legislation regarding public health, occupational health and safety, fire protection, waste disposal, and recycling and management of resources. Check with your film resource centre for the WHMIS (Workplace Hazardous Materials Information System) videos or have a representative from Occupational Health and Safety conduct a workshop. Safety consideration will vary according to the type of ventures students undertake.

Appropriate off-campus authorization is necessary if students are involved in any off-campus activity.

Selecting Modules

The scope and sequence chart in Section B, provides an overview of the Enterprise and Innovation modules, indicating recommended and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Enterprise and Innovation does not require specialized facilities or equipment, but will benefit from interaction and partnership with community members as well as access to up-to-date information sources.

Courses may be designed using only Enterprise and Innovation modules or by combining Enterprise and Innovation with other Career and Technology Studies strands.

Enterprise and Innovation in Junior High

The following three modules may be offered at the junior high level:

- Challenge & Opportunity (Introductory Level)
- Planning a Venture (Introductory Level)
- Implementing the Venture (Intermediate Level).

Junior high students may not complete all the learner expectations in all three modules. However, it would be beneficial to structure a junior high Enterprise and Innovation course so students would be able to plan and implement a venture. At the junior high level, it is advisable to select short-term ventures that are reasonably easy to implement with substantial teacher direction.

Enterprise and Innovation in Senior High

All introductory, intermediate and advanced modules may be offered to senior high students. However, some students may have some of the competencies identified through their involvement in:

- junior high Enterprise and Innovation
- school/community associations; e.g., Peer Support, Student Government, Junior Achievement
- a family business
- an enterprising initiative of their own; e.g., lawn maintenance, snow removal, baby-sitting, house sitting, pet care.

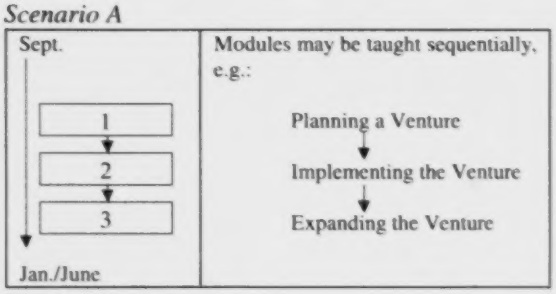
©Alberta Education, Alberta, Canada

Organizing for Learning

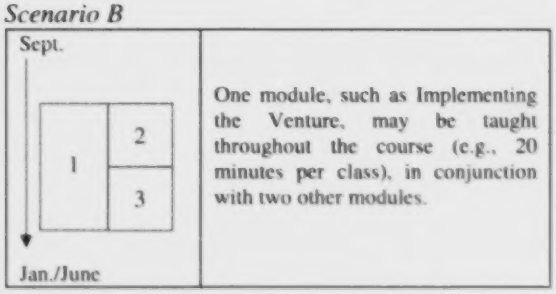
Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Modules can be delivered sequentially, concurrently or combined. For example:

Scenario A

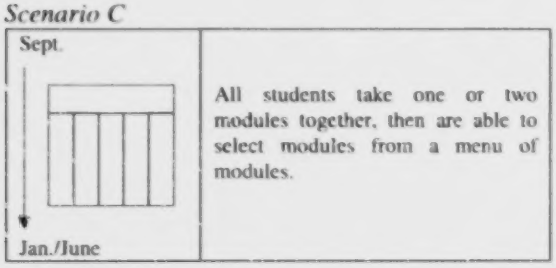


Scenario B

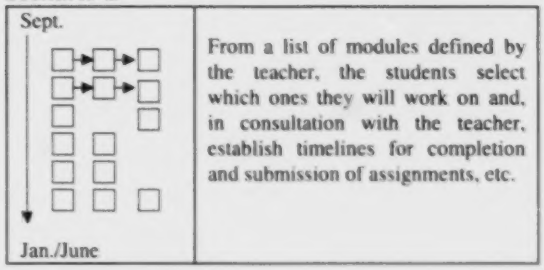

Sept.
1
2
3
Jan./June
One module, such as Implementing the Venture, may be taught throughout the course (e.g., 20 minutes per class), in conjunction with two other modules.

Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



Scenario D


Sept.
Jan./June
From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs. Note that project modules from the Career Transitions strand may be combined with modules from Enterprise and Innovation to provide increased opportunity for students to develop expertise and refine their competencies. Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

Improving Smooth Transitions to the Workplace and/or Related Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

©Alberta Education, Alberta, Canada

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Enterprise and Innovation.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module ENT1010: Challenge & Opportunity D.3
Module ENT1020: Planning A Venture D.9

©Alberta Education, Alberta, Canada

MODULE ENT1010: CHALLENGE & OPPORTUNITY

Level: Introductory

Theme: Getting the Idea

Prerequisite: None

Module Description: Students identify, compare and assess a variety of venture opportunities and ideas, and investigate career paths and possibilities where enterprise and innovation are particularly important.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate competencies in: – identifying opportunities – creating and generating ideas – establishing needs, wants and priorities – assessing alternatives – assessing environmental impact • describe career options where enterprise and innovation are particularly important	*Assessment of student achievement should be based on:* • **logbook record** consisting of entries as outlined in the "Framework for Logbook Record." The focus is on creativity; therefore, there are no right or wrong answers. *Assessment Tool* *Logbook Record Checklist, ENT1010–1* *Group Member Effectiveness Observation Form, ENTGRP* *Interview Guidelines, ENTITV* *Standard* *All applicable sections have been completed*	60

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

MODULE ENT1010: CHALLENGE & OPPORTUNITY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and compare a variety of venture opportunities	• **a report** analyzing three entrepreneurial ventures making a judgement, with justification, on which venture has the most potential for success. *Assessment Tool* *Framework for Assessing Entrepreneurial Ventures, ENT1010–2* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	30
• identify various forms of business ownership • identify the components of a venture plan	• **concept test** of questions on the means of entering a business, forms of business ownership, components of a venture plan, business regulations and social responsibilities. *Assessment Tool* *Module 1010: Sample Concept Test, ENT1010–3* *Standard* *Correctly answer a minimum of 50% of questions*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Recognizing and Assessing Opportunity	*The student should:* • compile a list of opportunities (needs, wants and problems) • describe and apply a decision-making model for potential entrepreneurial opportunities • demonstrate skills in problem solving and decision making.	

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Generating Ideas	*The student should:* • demonstrate skills in generating ideas, alternatives and strategies • outline conditions needed to promote idea generation and change initiation • explain "failure of a business venture" as an opportunity to learn • show sensitivity and respect for the perspectives, needs, wants and priorities of others • demonstrate characteristics of creative thinking.	
Planning a Venture	• identify various means of entering business: – start a new business – purchase a business – purchase a franchise – multilevel marketing • analyze common forms of business ownership: – sole proprietorship – partnership – corporation – franchise – cooperative – conglomerate – multinational – crown corporation • identify non-profit ventures (e.g., community organizations) • describe briefly the process of creating a venture plan: – rationale – goals/objectives – research – resources – market analysis – risk assessment – financial analysis – success strategy	This may link with Community Health module CMH2030, Community Volunteerism.

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Planning a Venture (continued)	*The student should:* • describe the important components of a venture plan: – description/objectives – market research and analysis – marketing plan – production/service plan – financial plan – human resources/organizational plan • describe regulations and social responsibilities that limit venture alternatives: – legal – social – ethical – environmental – cultural – political – economic.	
Assessing a Venture	• describe criteria for assessing the feasibility of ideas and strategies • apply feasibility criteria to venture alternatives • prepare a feasibility analysis of a venture idea: – brief description – objectives – resources required to achieve objectives – time line.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Considering Career Options	*The student should:* • outline personal characteristics and skills of enterprising individuals and organizations • outline the meaning, role and responsibility of entrepreneurs and intrapreneurs in society, and how they initiate change • create a personal profile to assess own entrepreneurial/intrapreneurial potential • analyze the factors that lead to career decisions and opportunities/risks • evaluate career paths to which enterprise and innovation are particularly important • relate personal goals to goal setting and career options as an entrepreneur or intrapreneur.	

©Alberta Education, Alberta, Canada

MODULE ENT1020: PLANNING A VENTURE

Level: Introductory

Theme: Preparing for Action

Prerequisite: None

Module Description: Students learn and apply the "venture planning process," while planning a venture.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate personal goal-setting and problem-solving strategies that facilitate change • describe potential risks, and propose strategies for assessing risks related to a venture • describe strategies for securing resources and support required to implement a venture • select, plan and assess a venture	*Assessment of student achievement should be based on:* • a **venture plan report** consisting of research, technical components as well as content components as outlined in the "Framework for Assessing a Venture Plan." *Assessment Tool* *Framework for Assessing a Venture Plan, ENT1020–1* *Standard* *A minimum performance rating of 1 in each applicable area of assessment*	70

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

MODULE ENT1020: PLANNING A VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate qualities that initiate change: – initiative – flexibility – leadership/teamwork – skills • describe career options where enterprise and innovation are particularly important	*Assessment of student achievement should be based on:* • a **presentation** consisting of a description of the student's personal contribution to the venture plan in terms of initiative, flexibility, leadership and team member. *Assessment Tool* *Venture Plan Contribution, ENT1020–2* *Standard* *A minimum performance rating of 1 in each applicable area* OR • **logbook record** consisting of entries as outlined in the Logbook Record Checklist. *Assessment Tool* *Logbook Record Checklist, ENT1020–3* *Interview Guidelines, ENTITV* *Standard* *A minimum performance rating of 1 in each applicable area*	30
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Organizing for Success	*The student should:* • identify short- and long-term goals for the selected venture • create a mission statement for the venture • describe operational policies consistent with the venture philosophy and business ethics • research legal obligations that affect the venture	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Organizing for Success (continued)	*The student should:* • outline a human resources plan • establish a support network: – locate and design potential support networks – propose strategies for securing and effectively using sources of support.	
Analyzing Markets	• analyze potential markets: – local – regional – national – international/global • relate market projections to trends and forecasts • evaluate potential competition • outline venture needs regarding: – target market – product/service – pricing – location • research and appraise potential changes in the market.	
Assessing and Minimizing Risk	• analyze the types of potential risks: – physical – financial – human resources • complete a risk assessment • propose strategies to assess and minimize risk.	

©Alberta Education, Alberta, Canada

MODULE ENT1020: PLANNING A VENTURE (continued)

Concept	Specific Learner Expectations	Notes
Completing a Venture Plan	*The student should:* • complete a venture plan: – purpose – description/objectives – market research and analysis – marketing plan – production/service plan – financial plan – human resources/organizational plan • analyze the venture plan and revise as necessary.	Venture planning software and other related resources are usually offered free of charge by most banks and financial institutions. Illustrative Example. Refer to "Entrepreneurial Plan" in authorized resource, *Creativity in Business*, pages 429–448.
Presenting the Venture Plan	• research various presentation techniques • present the venture plan • analyze and evaluate the outcome of the presentation.	
Assessing the Venture	• evaluate criteria used by other individuals and groups for a successful venture • evaluate the strengths and weaknesses of the venture • prepare a written critique assessing the venture.	
Considering Career Options	• analyze own leadership style • evaluate own leadership style and its appropriateness for the success of the venture.	

©Alberta Education, Alberta, Canada

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Enterprise and Innovation.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module ENT2010: Analyzing Ventures E.3
Module ENT2020: Financing Ventures E.7
Module ENT2030: Marketing the Venture E.11
Module ENT2040: Implementing the Venture E.15

©Alberta Education, Alberta, Canada

MODULE ENT2010: ANALYZING VENTURES

Level: Intermediate

Theme: Preparing for Action

Prerequisite: None

Module Description: Students gather and analyze data to make informed decisions about the feasibility of ventures.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe and apply various methodologies for analyzing and evaluating ventures: – market analysis – industry analysis – financial analysis – product/service evaluation	*Assessment of student achievement should be based on:* • **research project** consisting of: – data collected using primary and secondary method of research – analysis of this data using the following: • market analysis • industry analysis • financial analysis • human resources analysis • product/service evaluation. *Assessment Tool* *Framework for Assessing a Market Survey ENT2010–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	70

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **analyze research, compare a variety of ventures, and make informed decisions about the feasibility of each venture**	• **comparison** of two separate business ventures by analyzing case studies according to a minimum of five of the following criteria: – human resources – production – managing – marketing – distribution – technical feasibility – general acceptance – competition – legalities. *Assessment Tool* *Framework for Comparing Entrepreneurial Ventures, ENT2010–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	30
• **demonstrate basic competencies.**	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Conducting Research	*The student should:* • describe various methodologies for analyzing and evaluating ventures: – personal criteria – market analysis – industry analysis – financial analysis – human resources analysis – product/service evaluation	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Conducting Research (continued)	*The student should:* • describe criteria important to the success of various ventures: – personal criteria – effectiveness of human resources – customer benefits – ability to raise capital – return on investment – growth potential – technical feasibility – simplicity of manufacturing – ease of operation – quality of product/service – marketability – size of market – advertising potential • provide results of market research, collecting both primary and secondary data, and indicate the advantages and disadvantages of each • outline various primary data collection methods: – observation – surveys – questionnaires • identify sources of secondary data: – libraries: • school • public • government – associations: • business • professional – journals: • trade • business • professional – publications: • federal • provincial • municipal.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Analyzing Data	*The student should:* • analyze and compare ventures in terms of: – personal criteria – human resources – production – managing – marketing – distribution – technical feasibility – general acceptance – competition – legalities • describe potential risks involved in ventures: – financial – personal – legal – societal – environmental • compare various venture plans in terms of: – market analyses – operating plans – financial plans • compare the financial plan/projection of various ventures or case studies through an analysis of such aspects as: – working capital/cash flow – operating expenses – financial ratios – profitability.	
Assessing Ventures	• by using the data presented, evaluate the strengths and weaknesses of each venture • select the most feasible venture based on the analyzed data • prepare a written critique, including an in-depth analysis and assessment of a venture.	

©Alberta Education, Alberta, Canada

MODULE ENT2020: FINANCING VENTURES

Level: Intermediate

Theme: Preparing for Action

Prerequisite: None

Module Description: Students compare various sources of financing, and choose the method that is best for financing the venture.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify the advantages and disadvantages of financial options • describe various sources of financing for ventures	*Assessment of student achievement should be based on:* • the completion of 2 of the following **activities**: – read a book or a feature magazine article on a major corporation, family business, or a CEO of a major firm – prepare a collage or bulletin board display that features pamphlets appropriate for business ventures collected from various financial institutions – arrange a guest speaker and/or field trip related to one of the following: a) determining franchise operations b) bank personnel discussing the advantages and disadvantages of one or both of: • equity financing • debt financing – debate financing options. *Assessment Tool* *Framework for Assessing Financing Options, ENT2020–1* *Standard* *For each option, a minimum of four of the five activities have been completed*	40
• demonstrate the differences between short- and long-term financing	• **Chart**: Using a spreadsheet program or amortization tables, create a chart for each of three given scenarios to show the amount of interest paid over various lengths of time and with different interest rates on a set amount of money. *Assessment Tool* *Framework for Assessing Amortization Charts, ENT2020–2* *Standard* *For each scenario, a minimum of four of the five activities have been completed*	10

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate the process of applying for different types of financing	• **application forms** completed for two different financial institutions; e.g., bank, credit union, trust company, government organization. *Assessment Tool* *Framework for Assessing Application for Financing Forms, ENT2020–3* *Standard* *All applicable sections have been completed meeting the criteria as outlined in framework*	10
	• a **financial plan** prepared and presented for either personal finances or business ventures. *Assessment Tool* *Framework for Assessing a Financial Plan, ENT2020–4* *Standard* *For selected option, a minimum of four of the activities are completed*	40
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Financing Terminology	*The student should:* • explain equity capital • explain debt financing • categorize given examples of equity capital and debt financing • explain a glossary of terms relevant to financing ventures.	

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Concept	Specific Learner Expectations	Notes
Equity Capital	*The student should:* • analyze various sources of equity capital: – personal capital: • self • family • friends – venture capital: • venture capitalists • business "angels" – partnerships – shares – stocks/bonds • describe characteristics of sources of equity capital within the local community.	
Debt Financing	• analyze various sources of debt financing: – personal savings – family/friends – financial institutions: • banks • credit unions • trust companies • government organizations – loan sharks – debentures – mortgages • describe characteristics of sources of debt financing within the local community • locate, compile and complete loan applications with local financial institutions • describe other sources of financing and assistance: – suppliers – memberships – fund raising – sales – societies – foundations – government.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Cash Flow	*The student should:* • identify financial needs at various stages of ventures • distinguish between fixed and variable costs • explain a "break even analysis" for ventures • distinguish between short- and long-term financing • prepare a sample cash flow.	
Making a Choice	• research and evaluate various financial options in terms of: – advantages/disadvantages – inherent risks – costs – stress – relationships – decision-making power • analyze the roles of appropriate specialists for possible career considerations: – accountants – lawyers – insurance brokers – bankers – consultants • select the financial alternatives that best meet the needs of the venture.	

©Alberta Education, Alberta, Canada

MODULE ENT2030: MARKETING THE VENTURE

Level: Intermediate

Theme: Making It Happen

Prerequisite: None

Module Description: Students appraise various marketing strategies, and formulate a marketing strategy for a venture.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe various marketing strategies in terms of their suitability in reaching the target market for the venture	• a **comparison** of marketing strategies used by other businesses in the same industry to reach their target market based on: – target market – product – price – place – promotion. *Assessment Tool* *Framework for Assessing the Marketing Strategies of Entrepreneurial Ventures, ENT2030–1* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	20
• describe and implement a marketing strategy for a particular venture • identify the strengths and weaknesses of the marketing strategy, and revise the strategy as necessary	• a **marketing plan** outlining the specific strategies to be employed for his or her venture. *Assessment Tool* *Framework for Assessing a Venture Marketing Plan, ENT2030–2* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	80
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Concept	Specific Learner Expectations	Notes
Marketing Objectives	*The student should:* • apply the concept of marketing to a particular venture • analyze the relationship between marketing and other venture decisions • describe the decisions that must be made when completing a marketing plan • research sources of assistance and information, and create a support network.	
Targeting the Market	• differentiate between primary and secondary data • conduct basic marketing research from the following sources in order to identify the primary target customer: – secondary sources: • trade magazines • news articles • the *Yellow Pages* • Statistics Canada – primary sources: • observing • interviewing potential customers • describe the primary target customer for the venture in terms of: – psychographics: • lifestyle • buying habits • attitudes • opinions – demographics: • education levels • income • age – geographics: • geographic area • use statistical information to identify the number of potential customers within the marketing area	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Targeting the Market (continued)	*The student should:* • analyze particular ventures in terms of the marketing mix: – product service characteristics; i.e., unique selling points – pricing – distribution channels – promotion.	
Marketing Strategies	• identify various marketing strategies for their applicability in terms of marketing mix for a target market • justify the importance of a marketing program for the venture: – economic – social – business • compare the various techniques of promotion: – advertising – personal selling – free publicity – sales promotion – merchandising – trade shows • analyze cost/benefit factors in the selection of alternative marketing strategies • devise a promotional strategy, within a predetermined budget, for the particular venture.	E.g., selling popcorn in terms of marketing mix. product – popcorn price – $1/bag promotion – posters, ads in daily announcements place – outside cafeteria target market – students, teachers.
Analyzing Marketing Strategies	• evaluate the strengths and weaknesses of the marketing strategy, and revise as necessary.	

©Alberta Education, Alberta, Canada

MODULE ENT2040: IMPLEMENTING THE VENTURE

Level: Intermediate

Theme: Making It Happen

Prerequisite: None

Module Description: Students implement and assess a venture.

Note: A venture may take the form of a class project; e.g., selling popcorn, or it may recognize student experience in running a small business.

Module Parameters: No specialized equipment or facilities.

Supporting Modules: ENT1010 Challenge & Opportunity
ENT1020 Planning a Venture

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• implement a venture • describe management procedures required to start the venture	• **logbook record** that includes the following: – implementation timelines – implementation procedures for: • managing • marketing • financing • human resource requirements • producing/servicing requirements. *Assessment Tool* *Logbook Record Checklist: Making It Happen, ENT2040–1* *Standard* *All applicable sections have been completed*	20
• demonstrate leadership qualities in implementing the venture	• **reflection record** consisting of an examination of his or her personal leadership style and its appropriateness for the venture. *Assessment Tool* *Reflection Record: Leadership, ENT2040–2* *Standard* *Supportive evidence is provided for a minimum of five of the nine criteria as outlined*	10

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate problem solving and decision making at each implementation stage of the venture	• a **written critique and/or oral presentation** that describe the problem-solving and decision-making process during the venture planning and implementation stages. *Assessment Tool* *Problem Solving Assessment for a Venture Plan, ENT2040–3* *Standard* *A minimum performance rating of 2 in each applicable area of assessment*	60
• assess the venture	• a **set of criteria** developed by the student to assess the success (as personally defined) of the venture (plan). *Assessment Tool* *Criteria Development in Venture Assessment, ENT2040–4* *Standard* *The venture assessment includes a minimum of five criteria and supporting evidence*	10
• demonstrate basic competencies.	• **observations** of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Starting the Venture	*The student should:* • identify the start-up requirements for the venture • select the form of business ownership for the venture.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Managing the Venture	*The student should:* • describe the functions of management • analyze why businesses fail, and illustrate the consequences of poor and/or inadequate planning • explain short- and long-range plans for the venture • explain management models and leadership styles.	
Marketing the Venture	• devise and implement a market plan considering: – sales and distribution – advertising – pricing.	
Financing the Venture	• explain the need for and limitations of a budget and its implications in the financial plan of the venture: – income – expenditures: • production • labour • distribution • marketing • design a strategy for measuring, monitoring and controlling results against the plans • prepare a cash flow projection.	
Human Resources Requirements	• identify human resources needs and how these are to be met • identify career ladders for personnel.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Producing/Servicing Requirements of the Venture	*The student should:* • describe the product or service in terms of: – characteristics: • quality • excellence – labour: • availability • efficiency • effectiveness – suppliers – equipment/technology – property and facilities – cost data.	
Assessing the Venture	• compare and contrast various ways of assessing ventures • identify a set of criteria to assess the venture • explain personal/individual motives in relation to the development and creation of the venture • relate leadership strategies to venture analysis • evaluate the lifestyle implications of the venture • analyze the venture in terms of change and trends projected for the future • prepare a written critique of the venture.	

©Alberta Education, Alberta, Canada

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Enterprise and Innovation.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module ENT3010: Managing the Venture F.3
Module ENT3020: Expanding the Venture F.9

©Alberta Education, Alberta, Canada

MODULE ENT3010: MANAGING THE VENTURE

Level: Advanced

Theme: Making It Happen

Prerequisite: None

Module Description: Students develop management procedures for a venture.

Module Parameters: No specialized equipment or facilities.

Supporting Module: ENT2040 Implementing the Venture

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe management procedures necessary to implement the venture • manage the venture by performing the following functions: – making decisions – managing human resources – managing finances	*Assessment of student achievement should be based on:* • an **organizational chart** outlining the structure of one of the following: – his or her own venture. *Assessment Tool* *Framework for Assessing Organizational Chart, ENT3010–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment* • a **portfolio**. For each job title, describe a minimum of five of the following: – management functions – components of effective leadership – motivation – dispute resolution – team building. *Assessment Tool* *Framework for Assessing Organizational Chart, ENT3010–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	10 20

BEST COPY AVAILABLE

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe critical risks, and develop contingency procedures	• a **contingency plan**: Given three problem scenarios, the student will develop a contingency plan for each example: – drop-in demand for product – human resource complication – major delay in production – new competition in the market. *Assessment Tool* *Framework for Assessing Contingency Plans, ENT3010–2* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	45
• describe the monitoring procedure and revisions to the venture plan	• an **oral presentation** on the status of the venture addressing the following: – current position, highlighting the strengths, weaknesses and revisions necessary. *Assessment Tool* *Framework for Assessing Venture Progress, ENT3010–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	20
	• **reflection record** consisting of identification of personally significant knowledge, skills and attitudes within the context of management. *Assessment Tool* *Framework for Assessing a Reflection Record, ENT3010–4* *Standard* *A minimum of five of nine criteria must be completed with supportive evidence as outlined*	5

©Alberta Education, Alberta, Canada

MODULE ENT3010: MANAGING THE VENTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Making Decisions	*The student should:* • evaluate the objectives and goals of the venture plan • create an organizational structure to achieve the goals and objectives of the venture • create a plan of action to fulfill venture requirements in terms of: – capital – labour – marketing – production/service • appraise government regulations dealing with: – health (*Public Health Act*) – safety (*Occupational Health and Safety Act*) – compensation – terms and conditions of employment (Canada Labor Code, *Employment Standards Act*) • describe ethical and unethical business practices • create and maintain effective internal/external communication functions.	WHMIS See: ATEC Occupational Standards.

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Managing Human Resources	*The student should:* • describe the necessary components/strategies of: – recruitment – human resources development • explain the role of the Human Relations Department within business • explain characteristics for a supervisor role • describe the components of recognition: – tangible – intangible • evaluate impact of working conditions on organizational culture • explain impact of morale on productivity • demonstrate dispute resolution strategies • demonstrate negotiating skills • propose a system to deal with tardiness and absenteeism • devise a plan to encourage: – team building – professionalism • complete a performance appraisal.	E.g., pay, days off, Certificate of Performance.
Managing Finances	• describe source documents: – sales receipts – cash register records – cheque stubs • describe accounting functions: – cash flow – profit and loss – balance sheet • perform banking functions: – identify banking institutions – properly complete various forms • create a sample payroll • explain the function of accounts receivable and accounts payable in relation to cash flow.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Monitoring	*The student should:* • identify factors in the venture plan that require monitoring: – cash flow – customer/client satisfaction – human resources effectiveness – supplies and inventory – other factors • create a timeline indicating when and how often each factor would be monitored • explain external factors that may affect the venture: – fluctuating economy – fads – seasonal variations • propose adjustments to remedy inconsistencies • identify strategies for changing a plan in progress • describe circumstances when it may be appropriate to downsize or terminate the venture • devise a plan addressing the requirements and responsibilities involved in downsizing or terminating a venture.	

©Alberta Education, Alberta, Canada

MODULE ENT3020: EXPANDING THE VENTURE

Level: Advanced

Theme: Making It Happen

Prerequisite: None

Module Description: Students explore and assess the elements of success in expanding a venture.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe the rationale for expanding a particular venture • identify the options available, and describe an expansion strategy	*Assessment of student achievement should be based on:* • a **written synopsis and/or oral presentation** that includes: – the rationale for expansion taking into consideration • personal criteria: - values - goals - expertise • economic criteria • financial considerations • social/ethical considerations • personal definition of a "successful" venture – an analysis of options available which could include: • managing, financing, promotion strategies • vertical or horizontal expansion • diversification – the rationale for selection one of the above options: • taking into consideration personal philosophy • a plan for implementation. *Assessment Tool* *Framework for Assessing Expansion of the Venture, ENT3020–1* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	40

©Alberta Education, Alberta, Canada

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe a plan to expand a particular venture	• **expansion plan**: Alone or as a group, students will design an expansion plan for a venture. *Assessment Tool* *Framework for Assessing Implementation of Expansion Plan, ENT3020–2* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	30
• describe the elements of "success" (as personally defined) of the expanded venture	• a **written and/or oral assessment** of expanded venture which includes: – a personal definition of "success" – identification of expansion goals – a set of criteria developed by the students to assess their expansion "success" (as personally defined). *Assessment Tool* *Framework for Success of Venture Expansion, ENT3020–3* *Standard* *A minimum performance rating of 3 in each applicable area of assessment*	30
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Analyzing Expansion Potential	*The student should:* • analyze the rationale for expanding a particular venture, taking into consideration: – personal criteria: • values • goals • expertise – economic criteria – financial considerations – social/ethical considerations – personal definition of a "successful" venture • compare personal philosophy with venture goals • evaluate the options available for expansion: – vertical or horizontal expansion – diversification.	
Making the Decision	• identify and appraise the conditions that indicate the possibility for expansion • predict the impact of expansion on the roles within the venture • devise realistic goal expectations for expansion • identify possible directions for expansion.	
Developing the Expansion	• analyze the limitations resulting from the type of venture involved • design a plan for implementing the expansion • devise a strategy to achieve the expansion: – managing – financing – promotion.	
Monitoring and Assessing the Expansion	• identify the social consequences • analyze the degree of success in achieving the financial goals • evaluate the elements of "success" (as personally defined) of the expanded venture • predict the need for future/continued expansion.	

©Alberta Education, Alberta, Canada

Concept	Specific Learner Expectations	Notes
Franchising	*The student should:* • explain the concept of franchising as a means of expanding business • evaluate the benefits and risks • explain the process of establishing franchises • explain career opportunities within franchising.	

©Alberta Education, Alberta, Canada

ENTERPRISE AND INNOVATION

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/ industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

©Alberta Education, Alberta, Canada

TABLE OF CONTENTS

ASSESSING STUDENT ACHIEVEMENT

Assessing Student Achievement in CTS G.4
Assessing Student Achievement in Enterprise and Innovation G.6

Assessment Tools Generic to CTS:

Basic Competencies Reference Guide G.8
Generic Rating Scale G.10
Frameworks for Assessment:

CTSISS: Issue Analysis G.11
CTSLAB: Lab Investigations G.12
CTSNEG: Negotiation and Debate G.13
CTSPRE: Presentations/Reports G.14
CTSRES: Research Process G.15

Assessment Tools Generic to Enterprise and Innovation Strand:

ENTGRP: Group Member Effectiveness Observation Form G.16
ENTITV: Interview Guidelines G.17

Assessment Tools Specific to Modules in the Enterprise and Innovation Strand:

ENT1010–1: Logbook Record Checklist: Challenge and Opportunity G.18
ENT1010–2: Framework for Assessing Entrepreneurial Ventures G.19
ENT1010–3: Module 1010: Sample Concept Test G.20
ENT1020–1: Framework for Assessing a Venture Plan G.23
ENT1020–2: Venture Plan Contribution G.24
ENT1020–3: Logbook Record Checklist G.25
ENT2010–1: Framework for Assessing a Market Survey G.26
ENT2010–2: Framework for Comparing Entrepreneurial Ventures G.28
ENT2020–1: Framework for Assessing Financing Options G.29
ENT2020–2: Framework for Assessing Amortization Charts G.30
ENT2020–3: Framework for Assessing Application for Financing Forms G.31
ENT2020–4: Framework for Assessing a Financial Plan G.32
ENT2030–1: Framework for Assessing Marketing Strategies of Entrepreneurial Ventures G.33
ENT2030–2: Framework for Assessing a Venture Marketing Plan G.34
ENT2040–1: Logbook Record Checklist: Making It Happen G.35
ENT2040–2: Reflection Record Criteria: Leadership G.36
ENT2040–3: Problem Solving Assessment for a Venture Plan G.37
ENT2040–4: Criteria Development in Venture Assessment G.38
ENT3010–1: Framework for Assessing Organizational Chart G.39
ENT3010–2: Framework for Assessing Contingency Plans G.40
ENT3010–3: Framework for Assessing Venture Progress G.41
ENT3010–4: Framework for Assessing a Reflection Record G.42
ENT3020–1: Framework for Assessing Expansion of the Venture G.43
ENT3020–2: Framework for Assessing Implementation of Expansion Plan G.44
ENT3020–3: Framework for Assessing Success of Venture Expansion G.45

©Alberta Education, Alberta, Canada

ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).

- What does a student ***know***?
  - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for **ALL** MLEs within a module to be successful.

©Alberta Education, Alberta, Canada

- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*

  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels or rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post-secondary programs.

©Alberta Education, Alberta, Canada

ASSESSING STUDENT ACHIEVEMENT IN ENTERPRISE AND INNOVATION

The Enterprise and Innovation curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Enterprise and Innovation, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaging in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Some tools in Enterprise and Innovation provide a standard five-point rating scale to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have also been developed with a five-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes.

Tools Generic to Enterprise and Innovation

Within the applied context of Enterprise and Innovation, students have the opportunity of developing their social interaction skills by participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort. The assessment tool, "Group Member Effectiveness Observation Form" (ENTGRP) may be used in various Enterprise and Innovation modules.

Career exploration is integrated throughout the Enterprise and Innovation strand. The students will investigate career options where enterprise and innovation are particularly important. The assessment tool "Interview Guidelines" (ENTITV) has been developed for use throughout Enterprise and Innovation.

Tools Specific to Enterprise and Innovation Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., ENT1010–1). They are referred to under the criteria and conditions section.

Numerous assessment frameworks are included for module specific concepts; e.g.:

- venture planning
- financial planning
- marketing strategies.

These assessment tools outline the criteria for assessment and the minimum performance rating using a five-point scale.

Logbook record checklists are also included. Logbook entries are evaluated on a completion or non-completion basis.

©Alberta Education, Alberta, Canada

In some instances where the tool suggested has been a test, a sample test or sample questions have been included. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

©Alberta Education, Alberta, Canada

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ learns a range of problem-solving skills and approaches			
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group:	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions	– encourages and supports team members – helps others in a positive manner	☐ prepares, validates and implements plans that reveal new possibilities
	☐ respects the feelings and views of others	– provides leadership/followership as required – negotiates and works toward consensus as required	
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context ☐ states and defends a personal code of ethics as required

★**Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

GENERIC RATING SCALE

SCALE	RUBRIC STATEMENT (included in assessment tool/statements in *italics* are optional) *The student:*	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	*STANDARDS OF QUALITY/ PRODUCTIVITY*	*TEAMWORK LEADERSHIP*	*SERVICE CLIENT/ CUSTOMER*
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• states an opposing position on the issue and logical reasons for adopting that position	• states two or more opposing positions on the issue and logical reasons for adopting each position	• states three or more opposing positions on the issue and thoughtful reasons for adopting each position
• identifies sources of conflict among different positions	• describes interrelationships among different perspectives/points of view	• analyzes interrelationships among different perspectives/points of view
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• shares work appropriately among group members	• shares work appropriately among group members	• shares work appropriately among group members
• respects the views of others	• respects and considers the views of others	• respects and considers the views of others
	• negotiates solutions to problems	• negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions	**Evaluating Choices/Making Decisions**	**Evaluating Choices/Making Decisions**
• identifies useful alternatives regarding the issue	• identifies important and appropriate alternatives regarding the issue	• describes in detail important and appropriate alternatives regarding the issue
• establishes criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*	• establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental*
• selects an appropriate alternative based on established criteria	• selects an appropriate alternative by showing differences among choices	• selects an appropriate and useful alternative by showing differences among choices
• reflects on strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences	• assesses strengths/weaknesses of decisions by considering consequences and implications
• communicates information in a logical sequence to justify choices/decisions made	• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	• communicates thoughts/feelings/ideas clearly to justify choices/decisions made

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables
• obtains results that can be used to determine if some aspect of the prediction is accurate	• obtains accurate results that confirm/reject the prediction	• obtains accurate results that confirm/reject prediction and answer related questions
• summarizes important experimental outcomes	• summarizes and applies experimental outcomes	• summarizes, applies and evaluates experimental outcomes

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

©Alberta Education, Alberta, Canada

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS **CTSPRE**

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication:	• demonstrates effective use of at least two communication media:	• demonstrates effective use of a variety of communication media:
e.g., Written: *spelling, punctuation, grammar, basic format*	*e.g., Written:* *spelling, punctuation, grammar, format (formal/informal)*	*e.g., Written:* *spelling, punctuation, grammar, format (formal/informal, technical/literary)*
Oral: *voice projection, body language*	*Oral:* *voice projection, body language, appearance*	*Oral:* *voice projection, body language, appearance, enthusiasm, evidence of prior practice*
Audio-visual: *techniques, tools*	*Audio-visual:* *techniques, tools, clarity*	*Audio-visual:* *techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

©Alberta Education, Alberta, Canada

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

©Alberta Education, Alberta, Canada

GROUP MEMBER EFFECTIVENESS OBSERVATION FORM — ENTGRP

Name: _____

Date: _____

Observations: **4** = Always; **3** = Frequently; **2** = Occasionally; **1** = Never

Project: _____ **Group:** _____	**Observations**			
Standard	**4**	**3**	**2**	**1**
The student:				
was on time	☐	☐	☐	☐
attended group sessions	☐	☐	☐	☐
took an active part and contributed information and ideas	☐	☐	☐	☐
had a positive, rather than negative or critical, approach	☐	☐	☐	☐
listened when others spoke	☐	☐	☐	☐
respected and interacted with other members	☐	☐	☐	☐
respected individual differences	☐	☐	☐	☐
avoided prejudice and kept biases out	☐	☐	☐	☐
was open to the ideas and suggestions of others	☐	☐	☐	☐
encouraged non-contributors to take part	☐	☐	☐	☐
accepted responsibility for the consequences of his or her behaviour	☐	☐	☐	☐
was sensitive to the feelings and concerns of others	☐	☐	☐	☐
was genuine and open	☐	☐	☐	☐
supported others and helped them articulate their ideas	☐	☐	☐	☐
helped the group by summarizing, clarifying, mediating, praising and encouraging	☐	☐	☐	☐
Strategies for Improvement				

©Alberta Education, Alberta, Canada

INTERVIEW GUIDELINES — ENTITV

Name: _____ **Date**: _____

Entrepreneur's Name: _____ **Signature or Business Stamp**: _____

Module Learner Expectation

The student will:

- describe career options where enterprise and innovation are particularly important

Instructions

- Students must ask a minimum of three questions pertaining to each category and record the responses.
- Interview assessment is evaluated on a completion or non-completion basis.

Questions	Responses
Entrepreneur's Background ☐ _____ ☐ _____ ☐ _____	☐ _____ ☐ _____ ☐ _____
Early Stage of Business ☐ _____ ☐ _____ ☐ _____	☐ _____ ☐ _____ ☐ _____
Development of the Business ☐ _____ ☐ _____ ☐ _____	☐ _____ ☐ _____ ☐ _____
Personal Advice and/or Observations from the Entrepreneur ☐ _____ ☐ _____ ☐ _____	☐ _____ ☐ _____ ☐ _____
Comments	

©Alberta Education, Alberta, Canada

LOGBOOK RECORD CHECKLIST: CHALLENGE AND OPPORTUNITY ENT1010–1

Module Learner Expectations

The student will:

- demonstrate competencies in:
  - identifying opportunities
  - creating and generating ideas
  - establishing needs, wants and priorities
  - assessing alternatives
  - assessing environmental impact
- describe career options where enterprise and innovation are particularly important

Instructions

- Logbook entries are evaluated on a completion or non-completion basis.

The logbook record should consist of a minimum of three of the following:

☐ A minimum of 20 ideas generated on a given example (e.g., a list of possible uses for a brick)

☐ A record of when ideas were shared in a group setting with a description of how the group applied such strategies as piggybacking, brainstorming and mindmapping to further develop group members' ideas

☐ A personal list of needs, wants and priorities (minimum of 30 of each)

☐ An analysis of student's effectiveness as a group member (group work may be assessed by teacher and/or peers, using the Group Member Effectiveness Observation Form: ENTGRP)

☐ A written record of an interview with an entrepreneur (using the Interview Guidelines: ENTITV)

☐ A completed "Entrepreneurial Self-Assessment Checklist"

☐ An entrepreneurial self-analysis indicating five strong characteristics and five characteristics he or she can improve upon and a plan of action.

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING ENTREPRENEURIAL VENTURES — ENT1010–2

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- identify and compare a variety of venture opportunities

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	**meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.***
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 1 IN EACH APPLICABLE AREA

Flow Chart

History/Background of Entrepreneur

Description of Venture

Risk Involved

Resources Required for Venture

Conclusion

Venture 1	Venture 2	Venture 3	Venture 4	Criteria	Rating Scale 4	3	2	1	0
(Student Work)									
				☐ Name of Entrepreneur ☐ Training/Education ☐ Previous Employment/Experience ☐ Area of Expertise	☐	☐	☐	☐	☐
				☐ Name of Venture ☐ Product/Service Description ☐ Target Market ☐ Size of Business ☐ Type of Ownership ☐ What specific need/opportunity has been addressed by the venture?	☐	☐	☐	☐	☐
				☐ What risks are involved? ☐ Major risks ☐ Minor risks ☐ Which risks are controllable and which are beyond control?	☐	☐	☐	☐	☐
				☐ Start-up Costs ☐ Source of Financial Backing ☐ Advertising Costs ☐ Materials/Supplies Required ☐ Location/Overhead Costs ☐ Staffing for Venture ☐ Opportunity Costs ☐ Research or Product Development ☐ Environmental Impact	☐	☐	☐	☐	☐
				☐ Which venture has most potential? ☐ Justification	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Module Learner Expectations

The student will:

- identify various forms of business ownership
- identify the components of a venture plan

Name: _____

Date: _____

1. List one advantage and one disadvantage to each of the following:

	Advantage	Disadvantage
a. starting a business from scratch		
b. purchasing an existing business		
c. purchasing a franchise		
d. becoming involved in network marketing		
e. sole proprietorship		
f. partnership		
g. corporation		

14

2. Name five areas that a business plan must cover/explain.

a. _____

b. _____

c. _____

d. _____

e. _____

10

©Alberta Education, Alberta, Canada

3. **Assumption**: The school that you attend does NOT have a cafeteria or "convenience store." As a budding entrepreneur, you recognize that a small store would do well in your school. Answer the following questions as they pertain to the idea of bringing a store into your school.

a. List 10 items that you think would sell well in your store (keep in mind legal and ethical components). ___/10

b. How will you staff your "store" when you are attending classes? ___/2

c. Determine the best way possible to advertise your store and any specials that you will offer on a daily basis. ___/2

d. Students in high school love to "win prizes." Come up with a feasible plan to promote ANOTHER local store in your community while still enticing your high school customers to support your own establishment. ___/2

©Alberta Education, Alberta, Canada

4. **Assumption**: You are an experienced entrepreneur and you recognize the tremendous need for pulp and paper mill in your community. You are beginning your business plan and need to address some issues that your community will be concerned about. In each of the areas outlined below, determine an area of major concern that your community will want answered. Determine the potential problem and how you will go about solving it to their satisfaction.

a. Environmental Issue
Problem: _____ ___/2
_____

Solution: _____ ___/3
_____
_____

b. Business Regulation Issue
Problem: _____ ___/2
_____

Solution: _____ ___/3
_____
_____

TOTAL = ___/50

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING A VENTURE PLAN — ENT1020–1

Student Name: _____ Date: _____

Module Learner Expectations

The student will:

- demonstrate personal goal-setting and problem-solving strategies that facilitate change
- describe potential risks, and propose strategies for assessing risks related to a venture
- describe strategies for securing resources and support required to implement a venture
- select, plan and assess a venture

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	**meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.***
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	Rating Scale 4	3	2	1	0
Research Components ☐ Define the task ☐ Seek and gather various sources of information ☐ Organize information in a logical manner ☐ Analyze information ☐ Extract the appropriate information from identified resources/ materials to produce new information ☐ Communicate the process involved in preparing the plan ☐ Predict the probability that the suggested outcomes or consequences of the plan were to occur ☐ Make a judgement on the feasibility of the venture plan	☐	☐	☐	☐	☐
Technical Components ☐ Legible ☐ Free of spelling/proofreading errors ☐ Correct grammar/communication style ☐ Professional appearance/appropriate format ☐ Appropriate use of white space ☐ Page headings ☐ Line spacing ☐ Document free of smudges and wrinkles	☐	☐	☐	☐	☐
Content ☐ Opportunity is identified ☐ Opportunity is assessed (rationale) ☐ Idea is formulated based on the identified opportunity ☐ Idea is assessed based on specified criteria ☐ Overall goal and objectives of the venture are identified ☐ Implementation and management strategy is organized ☐ Risks involved are assessed ☐ Finances and funding information are prepared ☐ Back-up strategy is developed ☐ Opportunity costs are considered	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Date: _____ Student Name: _____

Module Learner Expectations

The student will:

- demonstrate qualities that initiate
  - initiative
  - flexibility
  - leadership/ teamwork skills
- describe career options where enterprise and innovation are particularly important

STANDARD IS 1 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	**meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.***
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	Rating Scale				
	4	3	2	1	0
Preparation and Planning ☐ set goals and follow instructions accurately ☐ formulate questions and find answers ☐ access relevant in-school/community resources ☐ interpret and organize information into a logical sequence ☐ record information accurately ☐ use time effectively	☐	☐	☐	☐	☐
Technical Components ☐ demonstrate effective use of one or more communication media: e.g., Written: spelling, punctuation, grammar Oral: voice projection, body language Audio-visual: techniques, tools ☐ use correct grammatical convention and technical terms ☐ provide an introduction that describes the purpose of the project ☐ communicate information in a logical sequence ☐ state a conclusion based on a summary of facts ☐ provide a reference list of important information sources	☐	☐	☐	☐	☐
Content ☐ Initiative ☐ Flexibility ☐ Leadership ☐ Team member	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

LOGBOOK RECORD CHECKLIST — ENT1020–3

Module Learner Expectations

The student will:

- demonstrate qualities that initiate
  - initiative
  - flexibility
  - leadership/teamwork skills
- describe career options where enterprise and innovation are particularly important

Instructions

- Logbook entries are evaluated on a completion or non-completion basis.

The logbook record will consist of:

☐ Three personal goals in relation to Enterprise and Innovation addressing:

- student input into course
- what student hopes to obtain from the course.

☐ Three career goals including:

- career research where entrepreneurial skills are important
- an interview with an entrepreneur (using the Interview Guidelines: ENTITV)
- evidence of a minimum of two hours volunteer work with a community member/organization.

☐ Summary of a magazine or newspaper article pertaining to business and/or entrepreneurship. Summary will include:

- five main points
- statement of author's point of view
- student perspective on the article
- technical components; e.g., title, date, etc.

☐ A personal evaluation of:

- what he or she has contributed to the venture so far
- how he or she could improve on future contributions.

☐ A description of team-building exercise (e.g., stranded on a desert island and students must create a survival plan as a team), how it was implemented and an evaluation of the exercise.

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING A MARKET SURVEY — ENT2010–1

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- describe and apply various methodologies for analyzing ventures:
  - market analysis
  - industry analysis
  - financial analysis
  - product/service evaluation

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	**meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides [illegible] omer/client services.***
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	**Rating Scale**				
	4	**3**	**2**	**1**	**0**
Oral Presentation ☐ Voice projection and enthusiasm/speed and pacing ☐ Body language ☐ Appearance ☐ Demonstrates knowledge of venture expansion ☐ Logical sequence in presentation ☐ Provides an introduction that describes the purpose and scope of the venture ☐ States a conclusion synthesizing information presented	☐	☐	☐	☐	☐
OR					
Technical Components (Written) ☐ Legible ☐ Free of spelling/proofreading errors ☐ Professional appearance/appropriate format ☐ Appropriate use of white spaces ☐ Page headings ☐ Line spacing ☐ Document free of smudges and wrinkles	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Criteria	Rating Scale				
	4	3	2	1	0
Content ☐ Addresses specific questions regarding the product/service quality ☐ Addresses areas for product/service improvement ☐ Addresses demographics of respondent ☐ Contains appropriate, targeted questions ☐ Easy to read and understand ☐ An appropriate length ☐ Logical order to questions ☐ Implemented 26 – 50 questionnaires ☐ Interpretation of survey results: • tabulated numerical results (e.g., 15/20 liked the product) • listed, under appropriate headings, general information gathered • presented results in graph form to illustrate results • written or oral report on the results of the survey ☐ Determine how the results should affect the venture ☐ Conclusion that supports their analysis of the survey results	☐	☐	☐	☐	☐
Comments					

©Alberta Education, Alberta, Canada

FRAMEWORK FOR COMPARING ENTREPRENEURIAL VENTURES — ENT2010–2

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- analyze research, compare a variety of ventures, and make informed decisions about the feasibility of each venture

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	**meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.***
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Venture 1	Venture 2	Criteria	Rating Scale 4	3	2	1	0
		Analysis (choose any five of the following after reading the two chosen case studies) • Compare and contrast the human resources component of the two ventures. Determine what skills and abilities and/or characteristics each venture requires from its people and whether or not they achieved their goal from their employees. • Identify and explain the similarities and differences between the two ventures' production concepts. Justify how any problems encountered assisted in the success or demise of the venture. • How did the two ventures differ in their management styles? Explain how their management styles affected the overall outcome of the venture. • What effect did the various marketing ideas employed by each venture have on the overall outcome? Propose two additional marketing ideas for each venture • The distribution of a product/service to the consumer has a profound impact on the success of the company. Explain the effect of the distribution methods for the two ventures analyzed. • From the articles, determine the general acceptance of the product/service by the consumer. Propose how each venture could have improved its public relations for their given idea. • Explain the effects of the competition on the two ventures you have studied. Identify how the ventures dealt with the competition and propose an additional strategy on how each venture could stay a step ahead of their competition. • Explain any legal concerns the ventures had to address in their start-up or implementing phases of their business. Determine how these legal concerns could have been avoided or eliminated.					
		Conclusion • decision on the feasibility of the venture is logical and reflects the information they have analyzed from above.					

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Module Learner Expectations

The student will:

- identify the advantages and disadvantages of financial options
- describe various sources of financing for ventures

Instructions

- Two of the four options must be completed.

Standard

- For each option, a minimum of four of the five activities are completed.

Option 1 "Entrepreneurial Description"
Read a book or a feature magazine article on a major corporation, family business, or a CEO of a major firm.

- ☐ Detailed description of the entrepreneurial venture and/or the entrepreneur.
- ☐ Summary of the student's favourite part.
- ☐ Why the student enjoyed it.
- ☐ A summary of what the student learned.
- ☐ Written or presented in a professional manner.

Option 2 "Financial Institutions"
Prepare a collage or bulletin board display that features pamphlets appropriate for business ventures collected from various financial institutions.

- ☐ Appropriateness.
- ☐ Variety of financing options from various institutions.
- ☐ Creativity of layout.
- ☐ Provide a caption that summarizes the major point(s) of each pamphlet.
- ☐ Written or presented in a professional manner.

Option 3 "Guest Speaker or Field Trip"
Arrange a guest speaker and/or field trip related to: determining franchise operations; and bank personnel discussing the advantages and disadvantages of equity financing and debt financing.

- ☐ Student(s) provide a classroom preamble of the guest speaker or field trip.
- ☐ Students who organized guest speaker or field trip must provide a minimum of 10-question worksheet for the class to complete and evaluation after the trip or speaker.
- ☐ A written summary of the evaluation from the worksheet provided.
- ☐ Self-evaluation of the completed task.
- ☐ Written or presented in a professional manner.

Option 4 "Organizational Examples"
Debate of various financing options.

- ☐ Clarity
- ☐ Arguments
- ☐ Illustrations and Examples
- ☐ Organization
- ☐ Enthusiasm and Confidence.

©Alberta Education, Alberta, Canada

Module Learner Expectation

The student will:

- demonstrate the differences between short- and long-term financing

Instructions

- Given three specific scenarios, the students must provide an amortization table for each by either using a spreadsheet program or visiting a local financial institution.

Standard

- For each scenario, a minimum of four of the five activities are completed.

Possible Scenarios

1. Prepare an amortization table for the purchase of a retail outlet, value $100 000 at either the current interest rate or a fixed rate of 10% for the following periods of time:
   a. 15 years
   b. 20 years
   c. 25 years
   — monthly payments

2. Prepare an amortization table for the purchase of a limousine for a limo service, value $85 000 payable over 8 years at the following interest rates:
   a. $6\frac{5}{8}\%$
   b. $7\frac{1}{2}\%$
   c. current bank rate for automobile loans.

3. Prepare an amortization table for the purchase of a stereo system for your business, value $3200 with the following rates:
   a. Stereo's R Us: 10.5% over 2 years
   b. World Wide Stereo: 5% over 18 months
   c. Sara's Stereo Superstore: 9.75% over 36 months.

Criteria for Evaluation

☐ All required amortization tables completed accurately.

☐ Total interest paid for each case is clearly identified.

☐ In each scenario, students must provide a logical analysis of the best possible scenario.

☐ Amortization project is presented in a professional format.

☐ Students provide a written explanation of the value of an amortization table in personal or business financing.

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING APPLICATION FOR FINANCING FORMS ENT2020–3

Module Learner Expectation

The student will:

- demonstrate the process of applying for different types of financing

Instructions

- Two application forms are completed.

Standard

- Given the checklist below, the application forms must meet all of the criteria.

Criteria for Consideration

- ☐ Legible
- ☐ Must be in ink/typewritten
- ☐ Accurate information
- ☐ Free of errors
- ☐ Appropriate use of capitalization
- ☐ Professional appearance

©Alberta Education, Alberta, Canada

Module Learner Expectation

The student will:

- demonstrate the process of applying for different types of financing

Instructions

- Students must research one of the following options.

Standard

- For selected option, a minimum of four of the activities are completed.

The student prepares a financial plan that covers:

Option 1: Personal finances including research on:

- ☐ RRSPs
- ☐ RRIFs
- ☐ RESPs
- ☐ mortgages
- ☐ loans – auto
- ☐ credit cards
- ☐ investments:
  - stock market
  - bonds (CSB)
  - pooled funds
  - life insurance

OR

Option 2: Business ventures including research on different financing available from:

- ☐ Equity sources:
  - venture capitalists
  - family and friends
  - partnerships
  - shares
- ☐ Debt financing:
  - Business Development Bank of Canada
  - federal small business loans
  - banks
  - loan sharks
- ☐ Other types of financing:
  - societies
  - foundations
  - governments
- ☐ Sample statements of:
  - start-up costs
  - income statements
  - balance sheets
  - cash flow
- ☐ Evaluation of the risks

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING MARKETING STRATEGIES OF ENTREPRENEURIAL VENTURES — ENT2030–1

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- describe various marketing strategies in terms of their suitability in reaching the target market for the venture

STANDARD IS 2 IN EACH APPLICABLE AREA

Recommended that students analyze businesses within their community.

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	**meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent.** ***Works cooperatively to achieve team goals. Identifies and provides customer/client services.***
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Venture 1	Venture 2	Criteria	Rating Scale				
			4	3	2	1	0
		Name/Type of Venture:					
		Target Market:					
		Product/Service Description:					
		Price:					
		Place:					
		Promotion:					

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING A VENTURE MARKETING PLAN — ENT2030–2

Date: _____ Student Name: _____

Module Learner Expectations

The student will:

- describe and implement a marketing strategy for a particular venture
- identify the strengths and weaknesses of the marketing strategy, and revise the strategy as necessary

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	**meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.***
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	Rating Scale				
	4	3	2	1	0
Research Components ☐ Define the task ☐ Seek and gather various sources of information ☐ Organize information in a logical manner ☐ Analyze information ☐ Extract the appropriate information from identified resources/materials to produce new information ☐ Communicate the process involved in preparing the plan ☐ Predict the probability that the suggested outcomes or consequences of the plan were to occur ☐ Make a judgement on the feasibility of the venture plan	☐	☐	☐	☐	☐
Technical Components ☐ Legible ☐ Free of spelling/proofreading errors ☐ Correct grammar/communication style ☐ Professional appearance/appropriate format ☐ Appropriate use of white space ☐ Page headings ☐ Line spacing ☐ Document free of smudges and wrinkles	☐	☐	☐	☐	☐
Content ☐ Description of product/service ☐ Description of customer and target market ☐ Size of potential market ☐ Competition ☐ Suppliers ☐ Pricing strategy ☐ Place strategy ☐ Promotion strategy ☐ Sales projection ☐ External opportunities and threats ☐ Revisions to the marketing plan based on the strengths and weaknesses of the ongoing marketing strategy after implementation of the venture	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

LOGBOOK RECORD CHECKLIST: MAKING IT HAPPEN — ENT2040–1

Module Learner Expectations

The student will:

- implement a venture
- describe management procedures required to start the venture

Instructions

- Logbook entries are evaluated on a completion or non-completion basis.

The logbook record will consist of:

☐ Timeline, which may include the following (done by flow chart or on calendar sheets, continuum):

- select a product/service (if not previously chosen)
- business plan completion date
- financing the venture (share selling)
- ordering/purchasing of product or raw materials
- production phase
- marketing phase
- liquidation of company and final assessment.

Suggested procedures in the areas of:

☐ Managing

- organizational structure

☐ Marketing

- implementation of the 4Ps of marketing

☐ Financing

- cash flow analysis
- income statement
- balance sheet
- financial controls

☐ Human Resource Requirements

- conflict resolution
- leadership
- roles of group members/skills brought into venture
- job description for group members

☐ Producing/Servicing Requirements

- planning production process
- customer service
- warranty or customer follow-up.

©Alberta Education, Alberta, Canada

Module Learner Expectation

The student will:

- demonstrate leadership qualities in implementing the venture

Standard

- Given the criteria as outlined, the student must provide supportive evidence (written or a verbal) for five of the nine criteria.

Criteria for Consideration

- ☐ Team leader
- ☐ High energy level
- ☐ Creativity
- ☐ Innovation
- ☐ Instinct
- ☐ Ability to inspire
- ☐ Motivator
- ☐ Ability to communicate
- ☐ Problem solver

©Alberta Education, Alberta, Canada

PROBLEM SOLVING ASSESSMENT FOR A VENTURE PLAN — ENT2040–3

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- demonstrate problem solving and decision making at each implementation stage of the venture

STANDARD IS 2 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*
2	**meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.***
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	**Rating Scale**				
	4	**3**	**2**	**1**	**0**
Oral Presentation ☐ Voice projection, clarity, speed and pacing ☐ Body language ☐ Appearance ☐ Demonstrates knowledge of venture ☐ Logical sequence in presentation ☐ Provides an introduction that describes the purpose and scope of the venture ☐ States a conclusion synthesizing information presented	☐	☐	☐	☐	☐
Technical Components (Written) ☐ Legible ☐ Free of spelling/proofreading errors ☐ Correct grammar/communication style ☐ Professional appearance/appropriate format ☐ Appropriate use of white spaces ☐ Page headings ☐ Line spacing ☐ Document free of smudges and wrinkles	☐	☐	☐	☐	☐
Contents The student must demonstrate at least two decisions made at solving problems at each of the implementation stages outlined below: ☐ Starting the venture ☐ Managing the venture ☐ Marketing the venture ☐ Financing the venture ☐ Human resources requirements ☐ Producing/servicing requirements of the venture	☐	☐	☐	☐	☐
Comments					

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Module Learner Expectation

The student will:

- assess the venture

Standard

- The venture assessment includes a minimum of 5 criteria and supporting evidence.

Suggested Method

A. Review how to analyze opportunities and ideas (such as page 142 and pages 152–159 of Liepner text)

B. Have students discuss or write answers to the following SUGGESTED questions:
   i. Was there a "need" for my product or service?
   ii. Was the price competitive?
   iii. What kind of customer service policy or warranty can I offer for my product or service?
   iv. Was my marketing strategy successful?
   v. What could be done to improve it?
   vi. If this venture idea was your sole income, what would you propose in order to make it a viable source of income?

C. With these questions in mind, develop a set of criteria that an entrepreneur should consider to assess the success of his/her venture. That is, how do you know your venture was successful?

D. Apply the criteria to your own venture, using specific examples and assess its success.

Note: Some suggested criteria to look for:

- ☐ solid research backed the idea
- ☐ took calculated risks
- ☐ solved customer service problems
- ☐ generated new ideas to take company in a new direction
- ☐ there was a demand (or need) for my product or service
- ☐ price was competitive
- ☐ company was profitable
- ☐ learning experiences were varied and valuable

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING ORGANIZATIONAL CHART — ENT3010–1

Date: _____ Student Name: _____

Module Learner Expectations

The student will:

- describe management procedures necessary to implement the venture
- manage the venture by performing the following functions:
  - making decisions
  - managing human resources
  - managing finances

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	**meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.***
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	Rating Scale				
	4	3	2	1	0
A. Organizational Chart (include a minimum of 3 of the following): ☐ Shows hierarchy of management ☐ Depicts lines of communication ☐ Appropriate job titles ☐ Professional appearance/appropriate format ☐ Legible	☐	☐	☐	☐	☐
B. Portfolio (include a minimum of 5 of the following): For each job title, describe: ☐ management functions ☐ components of effective leadership ☐ motivation ☐ communication ☐ conflict resolution ☐ team building	☐	☐	☐	☐	☐

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING CONTINGENCY PLANS — ENT3010–2

Date: _____ Student Name: _____

Module Learner Expectations

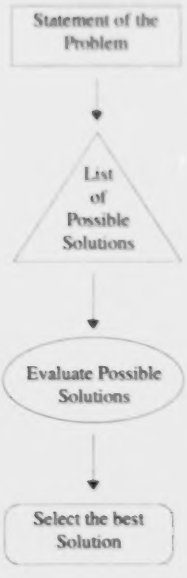
The student will:

- describe critical risks, and develop contingency procedures

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	**meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.***
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Flow Chart



Problem Scenario #1	Problem Scenario #2	Problem Scenario #3	Criteria	Rating Scale				
(Student Work)				4	3	2	1	0
			☐ Review of scenario ☐ Identify present situation versus desired situation ☐ Clear statement of problem	☐	☐	☐	☐	☐
			☐ Apply rules and principles to new situations ☐ Combine ideas or information in new ways ☐ Develop a variety of solutions based on concrete rationale	☐	☐	☐	☐	☐
			☐ Draw and defend solutions ☐ Evaluate based on – creative ideas – devil's advocate approach – facts, figures, information	☐	☐	☐	☐	☐
			☐ All criteria considered ☐ Based on the most positive outcome for the company/situation ☐ Impact of the solution – environmental – social – ethical – legal	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING VENTURE PROGRESS — ENT3010–3

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- describe the monitoring procedure and revisions to the venture plan

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	**meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent.** ***Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.***
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	Rating Scale 4	3	2	1	0
Oral Presentation ☐ Voice projection, clarity, speed and pacing ☐ Body language ☐ Appearance ☐ Demonstrates knowledge on venture status ☐ Logical sequence in presentation ☐ Provides an introduction that describes the venture and its position ☐ States a conclusion synthesizing the information presented	☐	☐	☐	☐	☐
Content ☐ Review conceptual and planning stages ☐ Outline perceived risks and risk management strategies ☐ Update venture progress to date ☐ Review current position of the venture in financial and management terms ☐ Highlight the strengths of the venture ☐ Outline the weaknesses of the venture ☐ Propose a plan to capitalize on the strengths and revise the weaknesses ☐ Outline learning experiences throughout the venture process	☐	☐	☐	☐	☐
Comments					

©Alberta Education, Alberta, Canada

Module Learner Expectation

The student will:

- describe the monitoring procedure and revisions to the venture plan

Instructions

- Reflection record is evaluated on a completion or non-completion basis
- Implementation of this tool could be:
  - given the criteria as outlined below, the student must meet 5 of the 9 criteria
  - given the criteria as outlined, the student must provide supportive evidence in a written or a verbal explanation. Leadership qualities should have been demonstrated in relation to the implementation of their venture.

Criteria for Consideration

- ☐ Risk taker
- ☐ Setting an example of honesty
- ☐ Setting an example of fairness
- ☐ Providing direction to others
- ☐ Task oriented
- ☐ Goal oriented
- ☐ Ability to generate ideas
- ☐ Ability to make decisions
- ☐ Listening skills

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING EXPANSION OF THE VENTURE — ENT3020–1

Date: _____ Student Name: _____

Module Learner Expectations

The student will:

- describe the rationale for expanding a particular venture
- identify the options available, and describe an expansion strategy

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	**meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent.** ***Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.***
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	Rating Scale 4	3	2	1	0
Oral Presentation	☐	☐	☐	☐	☐
☐ Voice projection ☐ Body language ☐ Appearance ☐ Demonstrates knowledge of venture ☐ Logical sequence in presentation ☐ Provides an introduction that describes the purpose and scope of the venture ☐ States a conclusion synthesizing information presented					
OR					
Technical Components (Written)	☐	☐	☐	☐	☐
☐ Legible ☐ Free of spelling/proof-reading errors ☐ Correct grammar/communication style ☐ Professional appearance/appropriate format ☐ Appropriate use of white spaces ☐ Page headings ☐ Line spacing ☐ Document free of smudges and wrinkles					
Contents					
The student must demonstrate at least two decisions made under each major heading given the suggestions as outlined below: ☐ Rationale for expansion – personal criteria (values/goals/expertise) – economic criteria – financial considerations – social/ethical considerations – personal definition of a successful venture ☐ Analysis of options available – management strategies – financing strategies – promotional strategies – vertical or horizontal expansion – diversification ☐ Justify expansion decision – personal philosophy – plan for implementation	☐	☐	☐	☐	☐

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING IMPLEMENTATION OF EXPANSION PLAN **ENT3020–2**

Date: _____ Student Name: _____

Project/Company Name: _____ Member(s) Name: _____

Module Learner Expectation

The student will:

- describe a plan to expand a particular venture

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	**meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.***
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	**Rating Scale**				
	4	**3**	**2**	**1**	**0**
Being Innovative ☐ combine ideas or information in new ways ☐ make connections between seemingly unrelated ideas ☐ prepare, validate and implement plans that reveal new possibilities ☐ shows creative thought in developing the expansion	☐	☐	☐	☐	☐
Ethics ☐ encourage and support others to demonstrate ethical behaviour	☐	☐	☐	☐	☐
Managing Resources ☐ allocate human resources by assessing knowledge and skills and utilizing those skills effectively ☐ distributing work and materials in an efficient manner ☐ continually evaluate performance and make appropriate changes	☐	☐	☐	☐	☐
Teamwork, Leadership and Service ☐ lead, when appropriate, mobilizing group for high performance	☐	☐	☐	☐	☐
Demonstrating Responsibility and Safety ☐ work hard to excel at setting and meeting goals ☐ shows creative thought in developing the expansion ☐ sets high standards and pays attention to important details ☐ able to assess the need for continued or future expansion	☐	☐	☐	☐	☐
Comments					

©Alberta Education, Alberta, Canada

FRAMEWORK FOR ASSESSING SUCCESS OF VENTURE EXPANSION — ENT3020–3

Date: _____ Student Name: _____

Module Learner Expectation

The student will:

- describe the elements of "success" (as personally defined) of the expanded venture

STANDARD IS 3 IN EACH APPLICABLE AREA

Rating Scale (*italics* are optional): *The student:*	
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*
3	**meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent.** ***Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.***
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals. Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively. Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Criteria	**Rating Scale**				
	4	**3**	**2**	**1**	**0**
Oral Presentation ☐ Voice projection and enthusiasm/speed and pacing ☐ Body language ☐ Appearance ☐ Demonstrates knowledge of venture expansion ☐ Logical sequence in presentation ☐ Provides an introduction that describes the purpose and scope of the venture ☐ States a conclusion synthesizing information presented	☐	☐	☐	☐	☐
OR					
Technical Components (Written) ☐ Legible ☐ Free of spelling/proofreading errors ☐ Correct grammar/communication style ☐ Professional appearance/appropriate format ☐ Appropriate use of white spaces ☐ Page headings ☐ Line spacing ☐ Document free of smudges and wrinkles	☐	☐	☐	☐	☐
Contents ☐ Personal definition of "success" ☐ Identification of expansion goals ☐ Set of criteria developed to assess expansion ☐ Application of criteria to own venture ☐ Interprets, organizes and combines information in creative and thoughtful ways ☐ Assesses and refines approach to expansion based on feedback and reflection	☐	☐	☐	☐	☐
Comments					

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

ENTERPRISE AND INNOVATION

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

TABLE OF CONTENTS

LINKAGES
- With Other CTS Strands H.3
- With Other Secondary Programs H.7

TRANSITIONS
- To the Workplace H.8
- To Related Post-secondary Programs H.8

CREDENTIALLING H.8

Charts:
- Enterprise & Innovation: Connections with Other CTS Strands H.9
- Enterprise & Innovation in Junior High H.10
- Enterprise & Innovation: Connections Across the Curriculum H.11
- Enterprise & Innovation: Summary of Related Post-secondary Programs ... H.12

©Alberta Education, Alberta, Canada

LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

In Enterprise and Innovation, students have the opportunity to develop and implement venture plans. These venture plans could be community-, public-service or profit-related. Students are encouraged to link the competencies they have developed through past experiences, hobbies and interests with and between core and complementary courses. Linkages between Enterprise and Innovation and other programs will vary according to the type and sophistication of the venture. The following charts outline potential linkages.

Strand	Module
Agriculture	Field Crops 1 (Materials & Processes) Livestock/Poultry 1 (Materials & Processes) Landscape/Turf Management 1 (Maintenance Practices) Equine 1 (Materials & Processes) Floral Design 1 (Projects for All Occasions)
Career Transitions	Project modules
Communication Technology	Presentation and Communication 1 Photography modules Audio/Video modules Photojournalism Printing modules Media & You Media Design & Analysis 1, 2
Community Health	Community Volunteerism
Construction Technologies	Finishing & Refinishing Manufacturing Systems Furniture Making modules Cabinetmaking modules Product Development Production Planning Production Management
Cosmetology Studies	Hair and Scalp Care modules Skin Care modules Haircutting modules Male Facial Grooming modules Nail Care modules Theatrical Makeup modules
Design Studies	The Design Process Design—Applications modules Portfolio Presentation
Electro-Technologies	Electrical Servicing

©Alberta Education, Alberta, Canada

Strand	Module
Energy and Mines	Fundamentals of Recycling
Fabrication Studies	Production Systems Custom Fabrication Prefabrication Principles
Fashion Studies	Repair & Recycle Activewear Sewing for Others Upholstery
Financial Management	Service Business modules Merchandising Business modules Financial Simulation
Foods	Food Safety & Sanitation Food Venture Food Presentation Entertaining with Food The Food Entrepreneur
Forestry	Making a Difference The Forest Marketplace
Information Processing	Keyboarding modules Word Processing modules Graphics Tools Spreadsheet modules Correspondence Reports Tables/Forms Software Integration modules
Legal Studies	Labour Law Environmental Law Law & Small Business
Logistics	Purchasing modules
Management and Marketing	Management & Marketing Basics Quality Customer Service Communication Strategies 1 Promotion: Visual Merchandising Promotion: Advertising Retail Operations Setting Up a Retail Store Managing for Quality The Business Organization Business in the Global Marketplace

©Alberta Education, Alberta, Canada

Strand	Module
Mechanics	Vehicle Service and Care Vehicle Detailing Vehicle Maintenance Touch-up & Finishing Interior Repairs Glass Replacement
Tourism	The Food Sector The Accommodation Sector The Travel Sector The Attractions Sector
Wildlife	Outdoor Experiences modules Making a Difference (Protection & Stewardship)

Linking with Management & Marketing: In Junior High

The following modules may be offered at the junior high level:

- Challenge & Opportunity
- Planning a Venture
- Implementing the Venture

These modules could also be combined with the following Management and Marketing modules:

- Management & Marketing Basics
- Quality Customer Service
- Communication Strategies 1

When planning, it should be taken into consideration that the introductory Management and Marketing modules could enhance Enterprise and Innovation modules. Basic economic, management and marketing concepts are introduced in Management and Marketing Basics and basic consumer behaviour concepts in Quality Customer Service. As well, Quality Customer Service offers practical hands-on skills for selling the product and/or service in Implementing the Venture. All of these concepts can enhance the success of Enterprise and Innovation. For schools wishing to offer a Grade 7, 8 and 9 program, these modules could be offered during a student's junior high career. Other modules from other strands that could enhance the study of Enterprise and Innovation and Management and Marketing include:

- Career Transition Project Modules (Introductory Level)
- Introduction to Financial Management (Introductory Level)
- Logistics (Introductory Level Modules)

Linking with Management & Marketing: In Senior High

All introductory, intermediate and advanced modules may be offered to senior high students. However, some students may have some of the competencies identified through the following courses or involvement in:

- junior high Enterprise and Innovation/ Management and Marketing courses
- school/community associations (e.g., Peer Support, Student Government, Junior Achievement)
- a family business
- an enterprising initiative of their own (e.g., lawn maintenance, snow removal, baby-sitting, house sitting, pet care).

Students may wish to challenge part or all of the module learner expectations in certain modules.

Enterprise and Innovation, Marketing the Venture and Managing the Venture focus on practical aspects and pertain to the specific venture. Concepts in the Management and Marketing modules are approached from a theoretical perspective and are explored in depth. While the

©Alberta Education, Alberta, Canada

terminology is the same the content does not overlap.

Following are a few examples of possible module groupings into sample courses. There are 8 modules in Enterprise and Innovation. The Business and Marketing Systems and Strategies theme in Management and Marketing offer an additional 12 modules. It is possible to offer a 10–12 credit or 15–18 credit course through the integration of these two strands. *(See the Extended Scope and Sequence chart in this section showing both strands.)*

At the introductory level, students can gain in exploring opportunities and planning a venture. This gives them an opportunity to assess ideas. At the intermediate level, students can expand their experience to plan, implement and market a venture. During this time they can identify their strengths and weaknesses (e.g., management, sales, promotion, recordkeeping, finance). At the advanced level, students can select modules that develop their weaknesses or enhance their strengths.

3–6 Credit Introductory Course (choose 3–6 modules)

- Challenge & Opportunity
- Management & Marketing Basics
- Planning a Venture.

Two additional Management & Marketing modules will enhance a venture:

- Quality Customer Service
- Promotion: Advertising

Three additional Enterprise & Innovation modules focus on a venture:

- Implementing the Venture
- Marketing the Venture
- Managing the Venture.

3–6 Credit Intermediate Course (choose 3–6 modules) which focus on establishing a venture

- Planning the Venture
- Managing the Venture
- Marketing the Venture
- Promotion: Visual Merchandising
- Promotion: Advertising
- Financing a Venture
- Retail Operations
- Setting Up a Retail Store
- Implementing the Venture.

3–6 Credit Advanced Course (choose 3–6 modules) with the Focus on Management

- Implementing the Venture
- Managing for Quality
- The Business Organization
- Managing the Venture
- Business in the Global Marketplace
- Expanding the Venture
- One other module from ENT or MAM
- A leadership module from CTR.

Linking With Logistics

Logistics is the movement of goods from the producer to the consumer. It links directly with one of the four submixes in marketing called place. Within the place, submix decisions regarding distribution channels and modes of transportation to use are made. The modules that focus on place and that have strong links with Logistics include:

- Planning a Venture
- Implementing the Venture
- Expanding the Venture.

Linking With Fashion Studies

The Fashion Studies business/merchandising theme links with Enterprise & Innovation modules in Venture Planning and Implementation. Specific modules include:

Fashion	Fashion Merchandising
	Fashion Retailing

©Alberta Education, Alberta, Canada

ENT Challenge & Opportunity
Planning a Venture
Analyzing Ventures
Marketing the Venture
Implementing the Venture
Expanding the Venture

Students interested in Fashion Merchandising should refer to the Fashion Studies linkages section for an extended scope and sequence.

Linking With Cosmetology

These modules can be adapted to support Cosmetology careers, in that they can relate to self-employment and establishing a cosmetology-related business operation.

Following are a few examples of possible module groupings into sample courses. Although there are only eight Enterprise and Innovation modules, it is possible to offer a 10-credit or 15-credit course by "importing" modules from the other CTS strands.

Enterprise and Innovation Sample Courses

	3-credit (No previous experience)	**3-credit** (Previous experience plus one of choice)	**5-credit** (Plus two of choice)	**8-credit**	**10-credit** (Plus two modules from other CTS strands ★)	**15-credit** (Plus seven modules from other CTS strands ★)
Challenge and Opportunity	✓		✓	✓	✓	✓
Planning a Venture	✓		✓	✓	✓	✓
Analyzing Ventures				✓	✓	✓
Financing Ventures		✓		✓	✓	✓
Marketing the Venture				✓	✓	✓
Implementing the Venture	✓	✓	✓	✓	✓	✓
Managing the Venture				✓	✓	✓
Expanding the Venture				✓	✓	✓

Potential linkages of Enterprise and Innovation with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see "Enterprise and Innovation: Connections with Other CTS Strands" and "Enterprise and Innovation in Junior High").

With Other Secondary Programs

Enterprise and Innovation has linkages with Mathematics, Language Arts, Economics and Social Studies. Depending on the venture selected, there may be linkages with other courses. Potential linkages of Enterprise and Innovation with other core and complementary subject areas across the curriculum are identified in this section (see "Enterprise and Innovation: Connections Across the Curriculum").

©Alberta Education, Alberta, Canada

TRANSITIONS

To the Workplace

All modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace, whether as a volunteer, an employer or an employee. Enterprise and Innovation may be offered in any context and therefore may articulate with any occupational area.

To Related Post-secondary Programs

The nature of Enterprise and Innovation provides the flexibility for students to undertake ventures of personal significance. As a result, Enterprise and Innovation may be offered in any context and therefore may articulate with any occupational area; e.g., Agriculture, Construction Technologies, Cosmetology, Tourism Studies, Foods. There is also articulation with business-related programs; e.g., Management and Marketing, Financial Management and Legal Studies. For specific post-secondary programs, refer to this section for the appropriate strand.

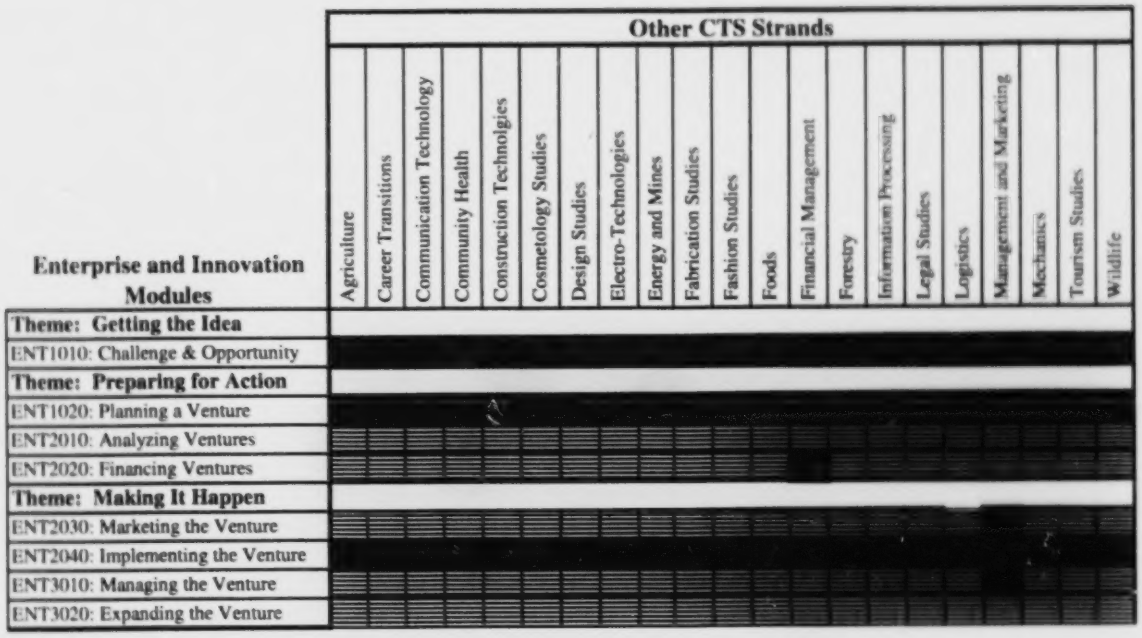
An outline of post-secondary institutions in Alberta currently offering programs in enterprise- and innovation-related areas is provided in this section (see "Enterprise and Innovation: Summary of Related Post-secondary Programs").

CREDENTIALLING

No opportunities for credentialling are available in the Enterprise and Innovation Strand.

©Alberta Education, Alberta, Canada

LINKAGES – *Enterprise and Innovation: Connections with Other CTS Strands*



Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

LINKAGES – *Enterprise and Innovation in Junior High*

Course Emphasis	Enterprise & Innovation Modules	Management & Marketing Modules
Leadership (3 modules)	Challenge & Opportunity *ENT1010* Planning a Venture *ENT1020*	Management & Marketing Basics *MAM1010*
Making It Happen (4 modules)	Challenge & Opportunity *ENT1010* Planning a Venture *ENT1020* Implementing the Venture *ENT2040*	Quality Customer Service *MAM1020*

©Alberta Education, Alberta, Canada

Across the Curriculum

Enterprise and Innovation Modules	Junior High							Senior High										
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Getting the Idea																			
ENT1010: Challenge & Opportunity	▤	▤	■	▤	▤	▤		▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤	▤
Theme: Preparing for Action																			
ENT1020: Planning a Venture	▤	▤	■	▤	▤	▤		▤	▤	■	▤	▤	▤	▤	▤	▤	▤	▤	▤
ENT2010: Analyzing Ventures			■							■									
ENT2020: Financing Ventures			■							■									
Theme: Making It Happen																			
ENT2030: Marketing the Venture			■					▤		■							▤		
ENT2040: Implementing the Venture	▤	▤	■	▤	▤	▤		▤	▤	■	▤	▤	▤	▤	▤	▤	▤	▤	▤
ENT3010: Managing the Venture			■							■									
ENT3020: Expanding the Venture			■						▤	■									

■ Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.

▤ Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.

©Alberta Education, Alberta, Canada

TRANSITIONS – *Enterprise and Innovation: Summary of Related Post-secondary Programs*

	PUBLIC COLLEGES											APPRENTICESHIP TRADE	PRIVATE COLLEGES						TECH. INST.		Banff	UNIVERSITIES				VOCATIONAL COLLEGES			
	Alberta College of Art & Design	Fairview College	Grande Prairie Regional College	Grant MacEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Olds College	Red Deer College		Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	Northern Alberta Institute of Technology	Southern Alberta Institute of Technology	Banff Centre	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Administration (including Employee Benefits Planning, Hotel Restaurant, Human Resource Management & Organizational Studies, Insurance, Labour Relations, Local Government, Personnel, Public and Senior Executive Fellows)			CD	CD			CD		CD										VC	CD	V	CB(3y)B (4y)	VCD M	C	CB M				
Business/Business Administration & Commerce (including degree programs in Accounting, Finance, Human Resources, Industrial & Legal Relations, International Business, Management & Marketing)			2t	2t	2t	1t	V	1t2t	2t		2t			1t	B	B2t	B					2tB (3y)	BMP hD	BMP hD	BM				
Business Administration		CD	CD	CD	C	CD	D	CD	CD	D	CD		D (10m)		D				D	CD		C			C			C1t	C
Management (including certificate & diploma programs in Agricultural, Business Enterprises & Self Governing Systems of Indian, Inuit & Metis People, etc.)		D	D	CD		D	CD	D2t	D2t	CD	C2t				B				VC D	CD	V	B	C	C	CD	V			C

CODES:

B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information taken from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

BEST COPY AVAILABLE

©Alberta Education, Alberta, Canada

ENTERPRISE AND INNOVATION

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet.
Internet Address:
http://ednet.edc.gov.ab.ca

©Alberta Education, Alberta, Canada

TABLE OF CONTENTS

INTRODUCTION I.5
- CTS and the Resource-based Classroom I.5
- Purpose and Organization of this Document I.5
- How to Order I.6
- Resource Policy I.6

AUTHORIZED RESOURCES I.7
- Basic Learning Resources I.7
- Support Learning Resources I.10
- Teaching Resources I.12
- Enterprise and Innovation Resources (Correlation Charts) I.15

ADDITIONAL SOURCES I.17

DISTRIBUTOR DIRECTORY I.23

©Alberta Education, Alberta, Canada

INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - basic learning resources
  - support learning resources
  - teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

©Alberta Education, Alberta, Canada

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

©Alberta Education, Alberta, Canada

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for the use in the Enterprise and Innovation curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*All That Glitters*. Rexdale, ON: McIntyre Media Ltd., 1990. Videotape. In this 30-minute video, a high school economics class receives a first-hand lesson about the problems of running a business when the teacher sets up a class project. It is a great success until greed and ambition "at the top" destroy the morale of the workers, the quality of the project and the ethical behaviour of its leaders.	1010 1020	2010 2020 2030 2040	3010 3020
LRDC	*Entrepreneurial Spirit, The*. Michael Liepner, Herve De Jordy and Michael Schultz. Scarborough, ON: McGraw-Hill Ryerson Limited, 1991. This textbook exposes students to entrepreneurs and entrepreneurship. Many of the case studies and profiles provide insight into the skills, strengths and weaknesses displayed by entrepreneurs, such as perseverance, goal setting, persistence and confidence. It also provides insight into some of the entrepreneurial opportunities available in Canada and how to pursue them. A teacher's resource manual is available.	1010 1020	2010 2020 2030 2040	3010 3020
LRDC	*Entrepreneurship: Creating a Venture*. M. Lily Kretchman, Lori Cranson and Bill Jennings. Toronto, ON: John Wiley and Sons, 1991. The basic premise of this publication is that entrepreneurial attributes can be acquired and improved in a school setting. Young people are led through a variety of business principles in creating, planning and preparing to launch their own ventures, whether a venture is for profit or not-for-profit. They are also provided with an opportunity to learn about themselves, set personal goals and develop entrepreneurial skills. All chapter activities and applications have been designed to encourage students to scan a wide range of alternatives, think creatively and critically, assess priorities and be creative in posing solutions to problems. A teacher's resource package is available.	1010 1020	2010 2020 2030 2040	3010 3020

©Alberta Education, Alberta, Canada

BEST COPY AVAILABLE

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Entrepreneurship: The Spirit of Adventure*. R.W. Bodell, Gary W. Rabbior and Larry W. Smith. Toronto, ON: Harcourt Brace Jovanovich Canada Inc., 1991. This textbook explores what entrepreneurs have accomplished and what has motivated them to achieve their objectives. Five major units cover what an entrepreneur is, innovation and entrepreneurship, opportunities and ideas, entrepreneurial planning and entrepreneurial skills within organizations. Individual chapters include key concepts; attitudes, skills and abilities; profiles; and case studies. A teacher's guide is available.	1010 1020	2010 2020 2030 2040	3010 3020
LRDC	*Entrepreneurship for Canadians: The Spirit of Adventure*. Toronto, ON: Canadian Foundation for Economic Education, 1990/1992. Video. Series of six videos profiling Canadian entrepreneurs. Includes one teacher inservice video. The user's guide provides suggested teaching strategies. A teacher's guide is available.	1010 1020	2010 2020 2030 2040	3010 3020
ITE	*Paradigms: Joe Barker's "Discovering the Future"*. (Expanded second edition.) Joe Barker. Toronto, ON: International Telefilm. Videotape with Discussion Guide. "Paradigms" (rules we take for granted) may become so deeply rooted, so unquestioned, that they can become barriers to our ability to see new opportunities. This 38-minute video explains the implications of paradigms and future success.	1010 1020	2010 2020 2030 2040	3010 3020
CBA	*Planning for Success: An Interactive Learning Adventure* (DOS Version.) Toronto, ON: Canadian Bankers Association, 1994. CD-ROM, Three Video Programs. *Planning for Success* is a multimedia teaching resource package consisting of three video programs directed at 12-14 year olds, 15-17 year olds and 18 years old and over. The CD-ROM features "The Enterprise Centre" and related print support material. There are dozens of interactive lessons, animated games, brainteasers and financial planning exercises. Numerous Canadian entrepreneurs are included in the video segments. Students can prepare and print out their own complete venture plans. Recommended requirements: 486DX/33 computer/mouse; Microsoft® Windows™ 3.1; 8 megabytes of RAM; 640x480 SVGA 256 colour display; 16 bit Windows compatible sound board and speakers; doublespeed (300 kb/sec) CD-ROM drive. The distributor notes that the CD-ROM will run slowly on anything less than the above Windows multimedia platform. Planning for Success is available in French *Planifiez Votre Succès*; and in an aboriginal version *The Spirit Lives: Aboriginal Entrepreneurs in Canada*. A user's guide is available.	1010 1020	2010 2020 2030 2040	3010 3020

©Alberta Education, Alberta, Canada

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
JA	*Student Venture (Junior Achievement of Canada).* Junior Achievement Charters Across Canada, 1995. Kit. This *Junior Achievement* resource will allow the students to experience the risks and rewards of entrepreneurship by starting and operating a classroom-based enterprise. Components in the kit include student venture booklets, business journals, pre-activity and post-activity booklets, role of the Board of Directors, share certificates and a certificate of accomplishment. Note: *Junior Achievement* Program materials are provided at no cost to participating schools. Business sponsors pay a program fee to *Junior Achievement* to provide the materials and program. Materials are not available for sale outside *Junior Achievement*. This resource must be taught in partnership with the classroom teacher and a trained *Junior Achievement* business volunteer.	1010 1020	2030 2040	3010

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. A series of videos and utilization guides relevant to all CTS strands. The series consists of: *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Project Planning; Responsibility* and *Technical Writing.*	1010 1020	2010 2020 2030 2040	3010 3020
LRDC	*Enterprise and Innovation 1010 (ENT1010): Challenge and Opportunities.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.	1010		
LRDC	*Enterprise and Innovation 1020 (ENT1020): Planning A Venture.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.	1020		

©Alberta Education, Alberta, Canada

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Enterprise and Innovation 2020 (ENT2020): Financing Ventures.* Alberta Distance Learning Centre (ADLC), 1996. Student Module Booklet; Assignment Booklet. The student module booklet is a resource required for a distance learning student to complete this module. It can be a helpful resource for any classroom. Included are activities, readings and explanations. An appendix provides a glossary and suggested answers. The assignment booklet is required to be completed by students enrolled in Distance Learning and may also be used in regular classes. A learning facilitator's manual is available to provide ideas for activities and resources which can be used by teachers. The key to the final exam is included.		2020	
LRDC	*Hat Tricks (W5).* CTV Program & Archive Sales, 1990. Videocasette. This six minute *W5* program introduces Alex Tilley, a Canadian entrepreneur who has become famous for his "Tilley Hat".	1010 1020	2010 2020 2030 2040	3010 3020

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Co-operative Entrepreneurship: A Case Study in Worker Ownership (Co-Operative Outlooks Series).* Canadian Co-Operative Association, 1990. Introduces an example of entrepreneurship: the worker-owned co-operative. It presents a case study of young workers/owners starting up a retail food co-operative. Topics included are: defining the objective, feasibility study, creating a business plan and financial considerations.	1010 1020	2010 2020	
LRDC	*Creativity in Business: An Entrepreneurial Approach.* Gene Luczkiw and Kenneth E. Loucks. Toronto, ON: Copp Clark Pitman Ltd., 1992. Student/Teacher Package. A highly practical, hands-on approach that includes case studies, questionnaires and activities, all in a three-ring binder format. Provides a solid base for developing an understanding and appreciation of entrepreneurship and the entrepreneurial process.	1010 1020	2010 2030 2040	3010 3020
LRDC	*Enterprise and Innovation 1010 (ENT1010): Challenge and Opportunities.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for module correlation and annotation.	1010		
LRDC	*Enterprise and Innovation 1020 (ENT1020): Planning a Venture.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for module correlation and annotation.	1020		
LRDC	*Enterprise and Innovation 2020 (ENT2020): Financing Ventures.* Alberta Distance Learning Centre (ADLC), 1996. Learning Facilitator's Manual. See Support Learning Resources for module correlation and annotation.		2020	

©Alberta Education, Alberta, Canada

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Entrepreneurial Spirit, The.* Michael Liepner, Herve De Jordy and Michael Schultz. Scarborough, ON: McGraw-Hill Ryerson Limited, 1991. Teacher Resource's Manual. See Basic Learning Resources for module correlation and annotation.			
LRDC	*Entrepreneurship: Creating a Venture.* M. Lily Kretchman, Lori Cranson and Bill Jennings. Toronto, ON: John Wiley and Sons, 1991. Teacher's Resource Package. See Basic Learning Resources for module correlation and annotation.			
LRDC	*Entrepreneurship: The Spirit of Adventure.* R.W. Bodell, Gary W. Rabbior and Larry W. Smith. Toronto, ON: Harcourt Brace Jovanovich Canada Inc., 1991. Teacher's Guide. See Basic Learning Resources for module correlation and annotation.			
LRDC	*Entrepreneurship for Canadians: The Spirit of Adventure.* Toronto, ON: Canadian Foundation for Economic Education, 1990/1992. Teacher's Guide. See Basic Learning Resources for module correlation and annotation.			
CBA	*Planning for Success: An Interactive Learning Adventure.* (DOS Version.) Toronto, ON: Canadian Bankers Association, 1994. User's Guide. See Basic Learning Resources for module correlation and annotation.			

ENTERPRISE AND INNOVATION RESOURCES

THEME CODE:
A. Getting the Idea
B. Preparing for Action
C. Making It Happen

FORMAT C
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH COD
J - Junior High
S - Senior High

LEVEL				1	1	2	2	2	2	3	3
THEME				A	B	B	B	C	C	C	C
Title of Resource	*Format*	*Status*	*Junior/Senior High*	Challenge & Opportunity	Planning A Venture	Analyzing Ventures	Financing Ventures	Marketing the Venture	Implementing the Venture	Managing the Venture	Expanding the Venture
Module Number				1010	1020	2010	2020	2030	2040	3010	3020
All That Glitters	*v*	*B*	J/S	X	X	X	X	X	X	X	X
Co-operative Enterpreneurship: A Case Study in Worker Ownership (Co-operative Outlooks Series)	*p*	*T*	J/S	X	X	X	X				
Creativity in Business: An Entrepreneurial Approach				X	X	X		X	X	X	X
Student/Teacher Package	*p*	*T*	J/S								
Enterprise and Innovation 1010 (ENT1010): Challenge & Opportunities				X							
Booklet	*p*	*S*	J								
Learning Facilitator's Manual	*p*	*T*	J								
Enterprise and Innovation 1020 (ENT1020): Planning a Venture					X						
Booklet	*p*	*S*	J								
Learning Facilitator's Manual	*p*	*T*	J								
Enterprise and Innovation 2020 (ENT2020): Financing Ventures							X				
Booklet	*p*	*S*	S								
Learning Facilitator's Manual	*p*	*T*	S								
Entrepreneurial Spirit, The				X	X	X	X	X	X	X	X
Text	*p*	*B*	J/S								
Teacher's Resource Manual	*p*	*T*	J/S								
Entrepreneurship: Creating A Venture				X	X	X	X	X	X	X	X
Text	*p*	*B*	J/S								
Teacher's Resource Package	*p*	*T*	J/S								
Entrepreneurship: The Spirit of Adventure				X	X	X	X	X	X	X	X
Text	*p*	*B*	J/S								
Teacher's Guide	*p*	*T*	J/S								

©Alberta Education, Alberta, Canada

ENTERPRISE AND INNOVATION RESOURCES

THEME CODE:
A. Getting the Idea
B. Preparing for Action
C. Making It Happen

FORMAT CODE:
p - Print
v - Video
s - Software

STATUS CODE:
B - Basic
S - Support
T - Teaching

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

LEVEL				1	1	2	2	2	2	3	3
THEME				A	B	B	B	C	C	C	C
Title of Resource	*Format*	*Status*	*Junior/Senior High*	Challenge & Opportunity	Planning A Venture	Analyzing Ventures	Financing Ventures	Marketing the Venture	Implementing the Venture	Managing the Venture	Expanding the Venture
Module Number				1010	1020	2010	2020	2030	2040	3010	3020
Entrepreneurship for Canadians: The Spirit of Adventure				X	X	X	X	X	X	X	X
6 Videos	*v*	*B*	J/S								
Teacher Inservice Video	*v*	*B*	J/S								
Teacher's Guide	*p*	*T*	J/S								
Hat Tricks (W5)	*v*	*S*	J/S	X	X	X	X	X	X	X	X
Paradigms: Joe Barker's "Discovering the Future"	*v*	*B*	J/S	X	X	X	X	X	X	X	X
Planning For Success: An Interactive Learning Adventure				X	X	X	X	X	X	X	X
3 Videos	*v*	*B*	J/S								
CD-ROM	*s*	*B*	J/S								
User's Guide	*p*	*T*	J/S								
Student Venture (Junior Achievement of Canada) (Kit)	*p*	*B*	J/S	X	X			X	X	X	

©Alberta Education, Alberta, Canada

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

©Alberta Education, Alberta, Canada

Other

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the

Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1–800–267–7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

©Alberta Education, Alberta, Canada

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464-8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

©Alberta Education, Alberta, Canada

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

ASSOCIATIONS/ORGANIZATIONS

Alberta Debate and Speech Association
202, 17308 – 108 Avenue
Edmonton, AB T5X 3Y8
Telephone: 403–484–7929
Fax: 403–484–2710

Alberta Foundation for Economic Education
901, 10179 – 105 Street
Edmonton, AB T5J 1E2
Telephone: 403–421–9331
Fax: 403–426–2987

The Chartered Banks and Canada's Economy
Labour in the Canadian Economy [teacher resource]
Retail Marketing in Canada
Using Money Wisely

Teachers may wish to contact chartered banks that provide computer software directed at writing out a venture plan.

Bank of Montreal
Communications Assistant
Public Affairs
P.O. Box 6002
Place d'Armes
Montreal, PQ H2Y 3S8
Telephone: 514–555–1212

Money and Banking Modules [teacher resource—duplication permission granted when used by schools]

Canadian Advertising Foundation
402, 350 Bloor Street East
Toronto, ON M4W 1H5
Telephone: 416–961–6311

Canadian Advisory Council on the Status of Women
9th Floor, 110 O'Conner Street
Ottawa , ON K1P 5M9
Telephone: 613–992–4975
Fax: 613–992–1715

Teacher Resources
Canadian Job Strategy 1987
Pay Equity
Planning Our Future
Women Entrepreneurs

Canadian Bankers Association
600, The Exchange Tower
P.O. Box 348
2 First Canadian Place
Toronto, ON M5X 1E1
Telephone: 416–362–6092
Fax: 416–362–7705

Financing a Small Business: Working with Your Bank
Helping You Bank
Starting a Small Business

The Canadian Chamber of Commerce
1160, 55 Metcalfe Street
Ottawa, ON K1P 6N4
Telephone: 613–238–4000
Fax: 613–238–7643

©Alberta Education, Alberta, Canada

Canadian Co-operative Association
400, 275 Bank Street
Ottawa, ON K2P 2L6

Co-operative Entrepreneurship: A Case Study in Worker Ownership

Canadian Foundation for Economic Education
501, 2 St. Clair Avenue West
Toronto, ON M4V 1L5
Telephone: 416–968–2236
Fax: 416–968–0488

BIZBALL: A Look at Basic Business and Economics Concepts Via Major League Baseball
Entrepreneurship: A Primer for Canadians [teacher resource]
Labour Market: Teacher's Resource Package [teacher resource]
Money and Youth
Women in the Work Force

Canadian Imperial Bank of Commerce
Commerce Court
Toronto, ON M5L 1A2
Telephone: 416–980–2211
Fax: 416–861–3666

The Canadian Manufacturers Association
102, 130 Albert Street
Ottawa, ON K1P 5G4
Telephone: 613–233–8423
Fax: 613–233–6048

The Conference Board of Canada
255 Smyth Road
Ottawa, ON K1H 8M7
Telephone: 613–526–3280
Fax: 613–526–4857

Economic Forecast: Provincial Outlook [research reports, personalized information services]

The Edmonton Journal
10006 – 101 Street
Edmonton, AB T5J 0S1
Telephone: 403–429–5100
Fax: 403–429–5318

Down to Business
Newspaper in Education

Junior Achievement of Northern Alberta
(Alberta north of Lacombe, and NWT)
161, 10700 - 104 Avenue
Edmonton, AB T5J 4S2
Telephone: 403–428–1421
Fax: 403–428–1031

Junior Achievement of Southern Alberta
(Lacombe and South)
739 – 10 Avenue SW
Calgary, AB T2R 0B3
Telephone: 403–263–2545
Fax: 403–261–6988

Materials are available only where Junior Achievement has identified community business consultants and provided inservice.

Procter & Gamble Inc.
Educational Services
P.O. Box 355 Station "A"
Toronto, ON M5W 1C5
Telephone: 416–730–4711

Canadian Consumers and Their Marketplace: 100 Activity Ideas
Consumer Advertising
Consumer Choice

Royal Bank of Canada
Public Affairs
335 – 8 Avenue SW
Calgary, AB T2P 2N5
Telephone: 403–292–3493
Fax: 403–292–3017

Your Business Matters [series]
Your Money Matters [series]
"BIG IDEA" Materials

Rural Education and Development Association
14815 – 119 Avenue
Edmonton, AB T5L 2N9
Telephone: 403–451–5959
Fax: 403–452–5385

List of speakers for schools.
Several modules on cooperatives and entrepreneurship.
Teacher resource package on cooperatives.

©Alberta Education, Alberta, Canada

DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
CBA	Canadian Bankers Association 600, The Exchange Tower P.O. Box 348 2 First Canadian Place Toronto, ON M5X 1E1	416–362–6092 Fax: 416–362–7705
ITE	International Telefilm Enterprises Suite 301, 5090 Explorer Drive Mississauga, ON L4W 4T9	905–629–3133 1–800–561–4300 Fax: 905–629–1211
JA	Junior Achievement of Northern Alberta 5–161, 10700 – 104 Avenue Edmonton, AB T5J 4S2 Junior Achievement of Southern Alberta 739–10 Avenue SW Calgary, AB T2R 0B3	403–428–1421 Fax: 403–428–1031 403–263–2545 Fax: 403–261–6988
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc

©Alberta Education, Alberta, Canada

ENTERPRISE AND INNOVATION

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Enterprise and Innovation.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

TABLE OF CONTENTS

BACKGROUND INFORMATION J.3

Components of a Student Learning Guide J.3
Strategies for Developing Student Learning Guides J.4

SAMPLE STUDENT LEARNING GUIDE TEMPLATE J.5

SAMPLE STUDENT LEARNING GUIDES

ENT1010 Challenge & Opportunity J.11
ENT1020 Planning a Venture J.19
ENT2010 Analyzing Ventures J.27

©Alberta Education, Alberta, Canada

BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is

©Alberta Education, Alberta, Canada

"successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

©Alberta Education, Alberta, Canada

CAREER &
TECHNOLOGY
STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

©Alberta Education, Alberta, Canada

WHY TAKE THIS MODULE?

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

©Alberta Education, Alberta, Canada

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

-
-
-
-
-
-
-
-

WHEN SHOULD YOUR WORK BE DONE?

©Alberta Education, Alberta, Canada

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

-
-
-
-
-
-

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

ENTERPRISE AND INNOVATION

SAMPLE STUDENT LEARNING GUIDE

ENT1010 Challenge & Opportunity

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

WHY TAKE THIS MODULE?

- ☐ You will gain an appreciation for the field of entrepreneurship.
- ☐ You will discover many different ideas and opportunities as well as techniques to come up with these ideas.
- ☐ You will understand the importance of a well-developed plan and how to assess the plan.
- ☐ You will consider career options in entrepreneurship.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, you must be able to offer ideas and suggestions and demonstrate a high degree of classroom participation.

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- demonstrate competencies in:
  - identifying opportunities
  - creating and generating ideas
  - establishing needs, wants and priorities
  - assessing alternatives
  - assessing environmental impact
- describe career options where enterprise and innovation are particularly important
- identify and compare a variety of venture opportunities
- identify various forms of business ownership
- identify the components of a venture plan
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
☐ Logbook Record consisting of a minimum of five entries that provide evidence of error in applying various strategies to generate and assess ideas individually and in a group.	30%
☐ Analysis of four entrepreneurial ventures using videos, magazine articles, books/newspaper.	20%
☐ Concept Test on the means of entering a business, components of a venture plan, business regulations and social responsibilities.	20%
☐ Written or Oral Presentation on interviewing an entrepreneur.	15%
☐ Personal Profile that illustrates your own entrepreneurial characteristics.	15%

WHICH RESOURCES MAY YOU USE?

- ☐ *The Entrepreneurial Spirit* (Liepner, DeJordy, Schultz).
- ☐ *Entrepreneurship: Creating a Venture* (Kretchman, Cranson, Jennings).
- ☐ *Entrepreneurship for Canadians - The Spirit of Adventure*. Video Series.
- ☐ *Creativity in Business: An Entrepreneurial Approach* (Loucks, Luczkiw).
- ☐ Community resources and entrepreneurs.
- ☐ Magazines resources in the classroom.

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

ACTIVITIES/WORKSHEETS

A **Logbook** must be maintained as your tool for time management and organizational skills. Use the logbook to record your:

- schedule
- appointments
- performance
- activities.

It must be organized, up-to-date and submitted upon request. Insert the "Student Activity Profile" as page 1 in your logbook. This will help you keep track of assignments you have completed and handed in.

1. Form a group of four to six students. On the flip chart paper and felts provided, identify challenges and changes that Canada faces today. Rewrite the list of at least 10–15 challenges in your logbook.

2. In your same groups, take out your logbook. In your logbook, on the first blank page put the heading "What Bugs Me!" On the second page put the heading "Needs." On the third page, put the heading "Wants." On the fourth page, put the heading "Problems." Now, in any order, complete each page with at least 8 needs that you perceive you (or high school students) to have; 8 wants that you can determine; 8 problems that spring to mind; and 8 things that "bug you." From this list, we will brainstorm as a class to see opportunities that may arise as a result. Instructors may want to expand this list as the module develops and the students gain and understanding of how to look at problems as opportunities. Students should make a note at the bottom of their last page to indicate how the group came up with their ideas. What strategies did they use? How did they determine who was group recorder? All this will help them in the future modules to determine leaders and followers.

3. As your instructor deems appropriate, we will venture into some creativity exercises that allow you to see things other than the way they really are. In your logbook, generate a list of possible uses for a single item. For example, given a simple brick, determine 20 possible uses for that brick. Students may wish to form groups or partners here to brainstorm and piggy-back ideas.

4. Create a poster/collage/bulletin board display that depicts a trend or fad that has the local, regional, national or international market in the past five years. Use classroom resources, magazines, newspapers and TV shows that are applicable, and any other medium you require to prepare your poster/collage or display.

5. View "Program #1: Catch the Spirit" from the series *Entrepreneurship for Canadians: The Spirit of Adventure* and use what they learned from the video to:
   - make a list of characteristics they think are common among, or important for, entrepreneurs
   - describe what they think entrepreneurs do and the contributions they can make to society
   - describe what they think are the important factors "motivating" entrepreneurs
   - summarize the contribution made by one of the entrepreneurs profiled in the video.

6. Generate a minimum of five ideas, alternatives and strategies to identify and determine viable opportunities within your community.

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

7. View "Program #4: Ideas and Innovations" from the series *Entrepreneurship for Canadians: The Spirit of Adventure* and prepare a list entitled "Criteria for Assessing Ideas."

8. Read *Entrepreneurship—Creating a Venture* section on "Roles and Thinking Skills in the Problem Solving Process" (pages 66–71). Complete the questions entitled "Your Turn" on pages 71–72. Put the answers in your logbook.

9. One method of idea generation is webbing. Start with a central theme or idea and web out extensions of the idea from there. In your logbooks, come up with at least 5 different ways for a person to:
   - water-ski
   - travel on vacation
   - take notes in class
   - do a report
   - walk a dog
   - go tobogganing.

10. As a class, discuss the sayings "There is nothing more dangerous than having an idea—when it is the only one you have" and "being married to an idea." Discuss failure and its implications as an opportunity to learn.

11. Using chapters 11 and 12 of your text *The Entrepreneurial Spirit* or a business contact that you have made, determine the start-up requirements, risks, financial and personal sacrifice, skills required and words of advice that should be heeded when doing ONE of the following:
   - starting a new business from scratch
   - purchasing an existing business
   - purchasing a franchise
   - becoming involved in network marketing
   - planning a "fundraising" event.

   You may choose to do this through an informal talk and prepare a written analysis, or through a formal interview, perhaps an audio/visual presentation would be a suggested format for interest and background on the company or business you are doing, or by organizing an entrepreneur/intrapreneur/volunteer to come in and talk with your class about the way he or she got into business ownership. Write your questions down in your logbook along with the responses you learned from your entrepreneur.

12. Using Yellow Pages, Chamber of Commerce Information, newspapers, Business Advisory Network Book, etc., determine at least 12 non-profit ventures that run in your community. When your list is complete, determine a definition of a non-profit organization and what their purpose is.

13. As a class, we will determine the process of creating a venture plan. This includes the question "What things do you need to consider before going ahead with a business idea?"

14. Now, brainstorm as a group/class as to the actual components that should be included in a venture plan. Ensure that you have each of the components written down in your notes. You should have a good understanding of EACH component of a business plan and what its contents should be.

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

15. Pick ONE of the areas of the business plan and prepare a summary on what a business plan should include with regards to that area; e.g., if you are doing executive summary, you give a brief, overall view of what an executive summary is and what it should contain. Then, from a sample business venture, prepare that area of the business plan that you are expanding on. You will explain to the rest of the class, the section you picked, the overall view of the area and the sample of what it would actually contain if the business venture idea were to run.

16. From our venture plan and presentations, what limitations do we have upon us that may inhibit the success of the venture? We will discuss this as a class and write down our findings in our logbooks.

17. What criteria need to be considered to assess the feasibility of an opportunity/idea? That is, what will you do to see if an opportunity/idea you came up with actually has merit and a chance to succeed? Consider an opportunity for your student council to have a fund-raiser for the school to promote school spirit and a community awareness campaign. From this idea, prepare a feasibility analysis of the idea with such considerations as:
    - brief description
    - objectives of the idea
    - resources required to achieve objectives
    - time line required to implement the idea
    - limitations as outlined in activity #16.

18. Pick an entrepreneur within the community. See the resource, *Creativity in Business—An Entrepreneurial Approach*, for a sample guide with questions that you could ask an entrepreneur. Set up an interview time, determine the specific questions you would like to ask, conduct the interview, complete a good copy (if necessary), summarize what you have learned in paragraph format, and finally, send the entrepreneur a thank-you note for his or her time and assistance in helping you understand more about entrepreneurship. If your presentation is oral, set up a time with your instructor to share your information. If your format is written, ensure it is well presented and organized, preferably done on computer to edit and revise.

19. When someone is trying to determine what kind of business venture to become involved in, they have many options to research from personal interviews, Internet access to information, meetings, conferences or seminars, trade publications, business books from library or bookstore, or magazine articles. Because of our limitations in time and access, our options to research business venture ideas are bound to a couple options. As one of your final assignments in this module, you must research and compare **four** different business ventures. Your research on each must cover the following components:
    - history/background of the entrepreneur
    - description of the venture
    - risks involved in the venture and how to minimize them
    - resources required to fund the venture
    - environmental impact of the venture (or other applicable impact)
    - conclusion—which of the four ventures has the most potential and justify.

    Resources you should be using for this assignment are publications, magazines (such as *Fortune, Canadian Business, Small Business Opportunities, Entrepreneur*) and/or newspaper articles.

20. Complete the concept test for Module ENT1010: Challenge & Opportunity.

©Alberta Education, Alberta, Canada

ENT1010 Challenge & Opportunity

Student Activity Profile

Module:_____

Student Name:_____

Date	SLG#	Description of Activity	Completion Date	Mark	Weighting
	1–3	Participation in Class			
	4	Trends Display/Poster/Collage			
	5	Video Program #1 and Reflective Questions			
	6	Opportunities in the Community			
	7	Video Program #4 and Criteria for Assessing Ideas			
	8	Problem-Solving Process Questions, Kretchman Text, pp. 71–72			
	9/10	Summary/Idea Generation			
	11	Styles of Business Ownership			
	12	Non-profit Organizations in Community			
	13/14	Participation in Class			
	15/16	Business Plan Components and Limitations			
	17	Feasibility Analysis			
	18	Interview an Entrepreneur			
	19	Analysis/comparison of Four Business Ventures			
	20	Concept Test			

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

ENTERPRISE AND INNOVATION

SAMPLE STUDENT LEARNING GUIDE

ENT1020 Planning a Venture

©Alberta Education, Alberta, Canada

CTS, Enterprise and Innovation /J.19
(1997)

ENT1020 Planning A Venture

WHY TAKE THIS MODULE?

- ☐ You will have the opportunity to learn and apply the "venture-planning process" while planning a venture.
- ☐ You will present your business plan to your instructor and a member of the business community for evaluation to determine what it is like to "think on your feet" and know your business inside out.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *ENT1010: Challenge and Opportunity* will provide helpful background knowledge to work successfully in this module.

©Alberta Education, Alberta, Canada

ENT1020 Planning a Venture

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- demonstrate personal goal-setting and problem-solving strategies that facilitate change
- describe potential risks, and propose strategies for assessing risks related to a venture
- describe strategies for securing resources and support required to implement a venture
- select, plan and assess a venture
- demonstrate qualities that initiate change:
  - initiative
  - flexibility
  - leadership/teamwork
  - skills
- describe career options where enterprise and innovation are particularly important
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

©Alberta Education, Alberta, Canada

ENT1020 Planning a Venture

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• **Venture Plan**: Consisting of research, technical and content components as outlined from your instructor. Your venture plan must assess potential risks and propose strategies for minimizing those risks.	70%
• **Presentation of Venture Plan**: A financial advisor from the Business Development Bank of Canada will be coming in on a specified day for you to present your business plan. You will be graded on your presentation and knowledge of your business idea.	30%

WHICH RESOURCES MAY YOU USE?

- ☐ Viable contact or mentor in the business community
- ☐ *The Entrepreneurial Spirit* (Liepner , DeJordy, Schultz)
- ☐ *Entrepreneurship - Spirit of Adventure*, Video program #2 and #5
- ☐ *Creativity in Business* (Loucks, Luczkiw)
- ☐ *Entrepreneurship for Canadians: The Spirit of Adventure*

©Alberta Education, Alberta, Canada

ENT1020 Planning a Venture

ACTIVITIES/WORKSHEETS

1. Determine your venture idea. Write down its merits and the possibility of its success. Write down the risks associated with the idea.

2. Begin your research into support networks. In the field you are interested in pursuing, what person (or organization) will you need to speak to? You can ask that person who else you may need to know to help in your venture planning. You must keep a logbook of some sort on the person/business you are speaking with and the information you accumulated in each place. Begin your logbook now.

3. Now that the venture is gaining ground, formulate short- and long-term goals for it. Short-term goals are where the venture should be in 1 week, 2 weeks, etc. Long-term goals (for the purposes of this class) are where the venture should be in 3 months and what should you be focused on at that time. Write these goals at the front of your logbook.

4. Relate your own philosophy with the venture goals. At the bottom of the goal-setting page in your logbook, determine why you believe this venture can be a success given your strengths and weaknesses.

5. Determine what a mission statement is, and write one for your venture down on a page at the front of your logbook.

6. Read about planning a function (*Creativity in Business*) and determine areas you need to focus on to ensure your venture's success.

7. Read "Nintendo: The Planning Process in Action" (*Creativity in Business*). This reading should give you an idea of the kind of planning and marketing skills that are necessary for a venture plan to come together.

8. Outline a Human Resources Plan. What kinds of characteristics and skills do you need to make your venture a success? Each venture needs certain skills or characteristics of the people involved – each one should contribute a different area of expertise to ensure the success of the venture. Use the information out of Chapter 2, pages 18-33 out of *The Entrepreneurial Spirit* to help you here. Write down the names of the people involved in your venture. Outline what skills or characteristics each one brings to the venture.

9. As part of the planning process, you must determine the market that you will sell your product/service. Marketing is the process by which a product or service is moved from the producer to the consumer. No consumer is going to "beat down the path to your door"—you must have a carefully prepared and executed marketing process. Read the article "Introduction to Marketing" and the "4 Ps of Marketing" (*Creativity in Business*).

10. Do some market research to determine if there is a want or need for your product idea. Review any resources on marketing. **YOU MUST INCLUDE SOME CONCRETE DATA ON MARKET RESEARCH IN YOUR BUSINESS PLAN.**

©Alberta Education, Alberta, Canada

ENT1020 Planning a Venture

11. In your logbook, outline your venture needs regarding:
    - target market
    - product/service
    - pricing
    - location
    - promotion ideas.

12. Keep your eyes and ears open for market changes. If you hear of anything you think MIGHT affect your market, write it down in your logbook. You need that information when the time comes for some of your promotion ideas. You might need to alter some of your original ideas.

13. Check with a mall administration ASAP and determine how to get your wares/products set up there. If the market you are trying to capture is the Christmas market, remember that other businesses begin sending in their applications at the end of September, early October. Book now!!!

14. Any business is risky. If the entrepreneur can examine the types of potential risks, he or she can then try to assess and propose strategies for dealing with them. For example, if a supplier says he or she will get the raw goods to you, the producer, at a certain cost by a certain day, what will you do if the shipment is delayed 3 to 4 weeks?

    What is your backup plan? What if the cost goes up minimally or drastically? What will you do then? Read Chapter 6 in *The Entrepreneurial Spirit* and complete the following: Risking It! page 105; Entrepreneuring page 113; Developing your Entrepreneurial Skills page 117 #1, 2, 4.

15. Fill out the "Strategy for Risk Scenario" (*Entrepreneurship for Canadians: The Spirit of Adventure*) for your business venture in a format of your choosing (talk to instructor if you need guidance here). An entrepreneur takes calculated risks and prepares for possible changes. This is what you will be doing in this section. In your logbook, determine the risks that you perceive your venture may encounter as it develops. How will you minimize those risks?

16. You will really be focusing on trying to complete your business plan here. Most of what will go into your business plan, you have already done throughout this module. You now need to pull a lot of the information together in proper format. However, there are a couple areas that have not yet been addressed. First, you need to know a bit about the financial end of it. Determine all the costs you have for your raw materials from your suppliers (assuming you have already checked out a number of different suppliers). Write these costs down on one page in your logbook and add to them as you learn of new costs that you had not anticipated in the initial phases.

17. On a separate page, determine your sources of revenue (shareholders). If you do not have enough, then you and the members of your company must launch a shareholders campaign to try and raise more venture capital for your business. YOU DO NOT NEED TO DEAL WITH RUNNING SHORT OF CAPITAL HALF-WAY THROUGH YOUR PRODUCTION PHASE!!!!

18. Prepare a balance sheet for your business venture. Review a sample balance sheet as well as preparing a personal and an enterprise balance sheet.

©Alberta Education, Alberta, Canada

ENT1020 Planning a Venture

19. Now you must do a projection of what you think your business will bring in, in the sales stages. To do this, you must have a fair idea of what an AVERAGE cost per item you are selling will cost your business to make. Use an Enterprise Cash Flow Projection, *Creativity in Business*, p. 392–392 changing from monthly to weekly sales projection. Once you know what it will cost per item to produce, you can determine how many units you are capable (financially) of producing and if you need to raise more capital, as well as what you think your product can sell for (comparison prices to other businesses selling the same or similar products are needed here) and the profit expected from the sales of your goods.

20. From here, you are able to complete and type up (on computer and running a spell check) your business plan. You will be notified of the day you are to present your business plan to the instructor and member(s) of the business community for evaluation. **YOU MUST BE READY TO PRESENT ON THE DAY SPECIFIED AS THAT IS THE ONLY DAY THE COMMUNITY RESOURCE PERSON WILL BE COMING IN.**

    - **Present your business plan**. Ensure you are prepared and know all the components of your business plan before you come to your interview that day. You should have made a copy for me and the financial advisor, as well as a copy for EACH member of your business.

    OR

    - **Complete alternative assignment**: Activities #25–31.

21. Prepare in your logbook the next few days of the things you will need to accomplish in your business planning stages. Perhaps you need to raise more capital, determine advertising needs, come up with sales options, sales contracts or an order form for customers, open up a bank account for your business, begin your formal accounting records, talk with some of your contacts and determine methods of sales and advertising that would best suit your needs, etc. You must stay focused on the needs of your venture as well as timeline of product for production and marketing phases. When you are ready to set up your business' chequing account, contact your instructor. There are to be two signatures on each cheque: your instructors will be one and the treasurer of your business will be the second.

22. If necessary, order the materials you are going to need to produce your product or provide your service. Keep in mind, you must have enough capital to cover the cost of your order. Your supplier will likely want your money in the bank account BEFORE the goods are sent. It may take up to 10 working days for your cheque to clear the bank and the supplier to know your cheque won't bounce. Ensure that you check out different suppliers and get the best price you can. You should look for wholesalers to supply you with raw materials for your business venture.

23. Do you need to contact a radio station or a newspaper? Usually there is 2-week waiting period before a non-profit group can get its ad put in for upcoming events/sales. You should begin to get your timeline finalized to ensure you have communicated as best you can to the public information about your product or service and when it is available.

24. Finally, fill in some of the questionnaires (handout) that allow you to assess your own entrepreneurial skills and abilities to determine if entrepreneurship is really for you. Answer the questions honestly and usually with your first reaction to the statement or question—if you have to think about it too long, you probably do not possess the skill or trait.

©Alberta Education, Alberta, Canada

ENT1020 Planning a Venture

Alternative assignment to be completed ONLY if you DID NOT present your business plan:

25. In your logbook, determine **three** personal goals of your own that address:
    - your evaluation of the course, Enterprise and Innovation and justify your evaluation
    - what you hope to obtain from a course such as Enterprise and Innovation.

26. After filling out the questionnaires on skills and characteristics of entrepreneurs, determine what three careers where entrepreneurial skills are particularly important.

27. Interview an entrepreneur in your community and focus on the kinds of goals the entrepreneur must set and what kinds of skills/characteristics he or she had before entering the business that he or she is in and what skills/characteristics he or she had to acquire or learn to succeed in business.

28. Part of the entrepreneurial spirit is an understanding of community needs. Entrepreneurs give their time, not only to their own business ventures, but to other projects or events in their community as well. You must provide a minimum of two hours volunteer work with a community member/organization. If you cannot find one, contact your instructor, and one will be set up for you to help with, even within the school, such as a drama production, an athletic event, or some other event that the school is responsible for organizing.

29. Choose a magazine from the resources in the classroom, or the library. It must be a business publication that gives an understanding of different business venture. Prepare a summary on the article pertaining to entrepreneurship. You must include five main points and a summary of each, a statement of the author's point of view, your own personal perspective on the article, and be technically pleasing and in format – a title page, headings, page numbered, etc.

30. Your venture is currently underway. Your group has gone through the stages of planning, in detail, the entire business venture. In your logbook, write down, exactly what you have contributed to the venture so far. Once that is done, determine how you could improve on future contributions to the venture. This may help you "set goals" and try and accomplish more as you develop your venture.

31. You are the head of a multinational corporation. You have determined that your departments are not working together in optimum condition. You want to have a staff retreat (where all departments leave work in the morning and meet in a completely different environment – like a lodge or cabin in the mountains). You take your departments to Kananaskis to work on team-building to try and get them to work together in a more productive fashion. You have to, however, come up with a team-building exercise that allows them to discuss options, brainstorm, work together and come up with a plan. You want to make it fun, though and not work-related. Determine what your team-building exercise will be, how it should be implemented and how you will evaluate whether or not your employees obtained any value from this exercise. Ask your instructor for an example if you are unsure how to get started on this one.

©Alberta Education, Alberta, Canada

CAREER & TECHNOLOGY STUDIES

ENTERPRISE AND INNOVATION

SAMPLE STUDENT LEARNING GUIDE

ENT2010 Analyzing Ventures

©Alberta Education, Alberta, Canada

ENT2010 Analyzing Ventures

WHY TAKE THIS MODULE?

- ☐ This module will allow you to analyze data to make informed decisions on the feasibility of ventures.
- ☐ It will allow you to take a critical look at the various components of a venture and how to improve its chances of success.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

However, *ENT1010: Challenge and Opportunity* and *ENT1020: Planning a Venture* will provide helpful background knowledge to work successfully in this module.

©Alberta Education, Alberta, Canada

ENT2010 Analyzing Ventures

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- describe and apply various methodologies for analyzing and evaluating ventures:
  - market analysis
  - industry analysis
  - financial analysis
  - product/service evaluation
- analyze research, compare a variety of ventures, and make informed decisions about the feasibility of each venture
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

©Alberta Education, Alberta, Canada

ENT2010 Analyzing Ventures

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark for the module will be determined as follows:	
• **Research Project** consisting of: – primary and secondary research – analysis of this data.	70%
• **Comparison** of two ventures using a minimum of five criteria.	30%

WHICH RESOURCES MAY YOU USE?

- ☐ Contacts in the community
- ☐ *The Entrepreneurial Spirit* (Liepner, DeJordy, Schultz)

©Alberta Education, Alberta, Canada

ENT2010 Analyzing Ventures

ACTIVITIES/WORKSHEETS

1. What criteria are to be considered when examining the success of a venture? Brainstorm with your company members, use *The Entrepreneurial Spirit* (Chapter 8) and perhaps even your business mentors to determine at least 10 criteria. Your instructor will add and modify your list to include all necessary criteria. Write your 10 criteria down in your logbook.

2. Market research is a very labour-intensive undertaking. It is also a vital component to the success of a business venture. The resource centre has reference material which provide valuable information on this topic. It is recommended that you do PRACTICAL market research that will benefit your venture, or one of your business mentor's products/services.
   For either YOUR business or volunteer venture, or for one of your business mentors products, prepare a sample questionnaire/survey that will allow you to determine the success of a particular product/service or the market need for a product/service. Ensure the sample questionnaire is checked over by the instructor and the business mentor.

3. Conduct a survey (primary research) that gives a good cross-section of the market (this may be determined by the business mentor, or, if you are conducting research on your own venture, by the instructor). You must interview a minimum of 75 people. When you are done, summarize the results of the survey and prepare a written evaluation (paragraph form) that analyzes the findings. You must do an analysis of this data using the following methodologies:
   - market analysis (what does the market want?)
   - industry analysis (what does the industry want?)
   - financial analysis (what are the financial gains?)
   - human resources analysis (what kinds of people are required?)
   - product/service evaluation (does the product or service meet the expectations of the consumer?)

   In your logbook, after this written evaluation, determine two advantages and two disadvantages encountered, with regards to primary research such as surveys/questionnaires.

4. Determine two other methods of primary research and any perceived advantages and disadvantages (*The Entrepreneurial Spirit*, Chapter 13 may be of benefit to you).

5. Along with primary research, there is also secondary research. Determine any three sources of secondary research, and the advantages and disadvantages of secondary research.

6. Using CURRENT local statistics available, determine a trend in the local demographics. This could be in population, in age, in birth rate, death rate, income levels, education levels, spending habits, etc. pick ONE trend and prepare a chart/graph (pie chart, line graph, bar graph, etc.) that depicts the trend.

7. a. In your logbook, determine what information can be extracted from charts and data such as what you have just completed.

   b. From this analysis, what then can be determined by researching statistics available through various sources?

   c. How do such statistics benefit entrepreneurs?

©Alberta Education, Alberta, Canada

ENT2010 Analyzing Ventures

8. Read any two case studies from magazine resources and complete a comparison on the ventures in terms of the following:
   - your personal criteria for success
   - human resources
   - production
   - management
   - marketing
   - distribution of product
   - technical feasibility
   - general acceptance
   - competition
   - legalities
   - risks (financial, personal, legal, societal, environmental)

   Since you know the criteria for comparison, you may wish to choose your case studies carefully. If reading case studies does not interest you, then you may prefer to make a comparison on two local businesses using the same criteria. This does require more legwork and time on your part, however, it would certainly be relevant beneficial to you.

9. Now, focus in on your particular venture. You will prepare a written critique, including an in-depth analysis and assessment of the business or volunteer venture by using the data presented (such as the market analysis). Assess the strengths and weaknesses of the venture, as well as re-evaluate the risks associated with it. Determine the viability of the venture with considering resource and time constraints, as well as the previously collected data such as market analysis, cost factors, and any other relevant data.

©Alberta Education, Alberta, Canada

K. ACKNOWLEDGEMENTS

The Enterprise and Innovation strand was developed through the cooperative effort of people from schools, post-secondary institutions, professional associations, business, industry, labour, and departments and agencies of the Government of Alberta. Alberta Education would like to extend sincere appreciation to the following individuals and groups.

Career and Technology Studies Advisory Committee

Dawn Arnold	Tofield School
Mike Blackwell	Wetaskiwin Composite High School
Susan deWijk	Lester B. Pearson Senior High School, Calgary
Maryanne Doherty-Poirier	University of Alberta, Edmonton
Lynne Duigou	St. Francis of Assisi School, Edmonton
Darwin Eckstrom	Peace Wapiti Regional Division No. 33
Barry Edgar	Grande Prairie Composite High School
Harold Hayter	Northern Alberta Institute of Technology, Edmonton
George Hildebrandt	School System Representative
Gerry Hunt	Eastglen Composite High School, Edmonton
Kenneth Jacknicke	Post-secondary Education Representative
Graham Johnston	Post-secondary Education Representative
Brenda Kent-Packer	Clarence Sansom Junior High School, Calgary
Bev Klemen	W. R. Myers High School, Taber
Kevin Knibbs	Calgary School District No. 19
Arnold Krause	Department of Education, Culture and Employment, Government of North West Territories
Len Luders	Red Deer School District No. 104
Eva-Jane Lundgard	Edwin Parr Composite Community School, Athabasca
Gordon Murray	Bellerose Composite High School, St. Albert
Jeannette Pawliuk	Edmonton School District No. 7
Sam Perverseff	Alberta Teachers' Association Representative
Connie Peters	School System Representative
Darren Reeder	Business/Industry Representative
Rick Roman	Business/Industry Representative
Barry Stangeland	School System Representative
Gordon Welch	CASS Representative
Gordon Worobec	Alberta Teachers' Association Representative

Enterprise and Innovation Focus Group (1991-1994)

Calgary Focus Group Members:

John Ballheim	DeVry Institute of Technology, Calgary
Alice L. Boberg	University of Calgary
Susan deWijk	Lester B. Pearson Senior High School, Calgary
Joanne Fitzmartyn	Bishop Grandin High School, Calgary
Vicki Kranenburg	Junior Achievement of Southern Alberta, Calgary
Peter Robinson	University of Calgary
Shelley Wood	Olds Junior-Senior High School

©Alberta Education, Alberta, Canada

Edmonton Focus Group Members:

Ted Chambers	University of Alberta
Justin Dahlen	Junior Achievement of Northern Alberta, Edmonton
Ed Davis	Business/Industry Representative
Jay Krysler	Alberta Economic Development and Tourism, Edmonton
Lee Gottshifch	Business/Industry Representative
Orest Haydey	School System Representative
Greg Hirtle	Post Secondary Representative
Jim Klingle	Klingle Consulting and Research, Edmonton
Barb Thrasher	Federal Business Development Bank, Edmonton.
Warren St. Peter	School System Representative

Red Deer Focus Group Members:

Bruce Buruma	Hunting Hills High School, Red Deer
Ron Chikmoroff	Group 2 Architects, Red Deer
Patricia Macrae-Pasula	Notre Dame High School, Red Deer
Alan Scott	Business/Industry Representative
Greg Simpson	Lacombe Composite High School
Ed Wiecek	Ponoka Composite High School

Enterprise and Innovation Focus Group (1995-1997)

Vicki Kranenburg	Junior Achievement of Southern Alberta, Calgary
Peter Robinson	New Venture Development, University of Calgary
Joanne Fitzmartyn	Bishop McNally High School, Calgary
Alice L. Boberg	Educational Policy and Administration Studies, University of Calgary
John Ballheim	DeVry Institute of Technology, Calgary
Adrian Stimson Jr.	Siksika Nation
Ray Bosh	New Norway School
Laurie Jordon	Federal Business Development Bank, Calgary

Field Review (September-January 1990–1991)

Bev Hammond	School System Representative
Elizabeth Jacobs	Beaverlodge Regional High school

Incubator Centres:
Ventures North, High Level
SMEDA Enterprise Centre Inc., Beaverlodge

Field Review (February-June 1991)

Eileen Brulotte	Salisbury Composite High School, Sherwood Park
Gerry Ditcham	Dr. E. P. Scarlett Senior School, Calgary
Elizabeth Jacobs	Beaverlodge Regional High School.
Glen Lee	School System Representative
Shirley Schempp	Medicine Hat High School
Herb Zimmer	Western Canada High School, Calgary

©Alberta Education, Alberta, Canada

Field Review (1991–1992)

Ray Bosh	New Norway School
Marlene Congdon	Spruce Grove Composite High School
Jerry Farwell	Bishop Carroll High School, Calgary
Ken Myers	Altario School
Rudy Ongaro	Archbishop O'Leary High School, Edmonton
Ron Peterson	School System Representative
Ruth Vandenburg	Sexsmith Secondary School

Assessment Panel (1994–1995)

Marlene Congdon	Spruce Grove Composite High School
Lori Durand	Lindsay Thurber Composite High School, Red Deer
Elizabeth Jacobs	Beaverlodge Regional High School
Debbie Meraw	St. Joseph Composite High School, Edmonton

Assessment Panel (1995–1996)

Lori Durand	Lindsay Thurber Composite High School, Red Deer
Debbie Meraw	St. Joseph Composite High School, Edmonton
Ray Schafer	Henry Wise Wood High School, Calgary

Task Force II (1996–1997)

Dianne Arlidge	Ridgevalley School, Crooked Creek
Gerry Ditcham	E. P. Scarlett High School, Calgary
Ray Schafer	Henry Wise Wood Senior High School, Calgary

Alberta Education, Curriculum Standards Branch

Lloyd Symyrozum	Director, Curriculum Standards Branch (Retired)
A. A. (Scotty) Day	Assistant Director, Curriculum Standards Branch (Retired)
Keith Wagner	Director, Curriculum Standards Branch
Susan Lynch	Assistant Director, Curriculum Standards Branch
Sharon Prather	Program Manager, Career and Technology Studies
Jan Mills	Program Consultant, Enterprise and Innovation, Career and Technology Studies

Document publication and administration

Jennifer Annesley	Lin Hallet
Kim Blevins	Dianne Hohnstein
Lila Borhot	Cori May
Lisa Buckland	Joanne Medisky
Lorraine Crawford	Pauline Taylor
Maria Crudo	Catherine White
Christopher Ewanchuk	Marcie Whitecotton-Carroll
Nancy Foulds	Esther Yong

©Alberta Education, Alberta, Canada